Pearson Edexcel Level 2 NVQ Diploma in Specialist Concrete Occupations (Construction) (QCF)

Specification

Edexcel NVQ/competence-based qualifications (QCF)

First registration June 2013

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Publications Code N035210

Contents

Qualification title covered by this specification

This specification provides the information you need to offer the Pearson Edexcel Level 2 NVQ Diploma in Specialist Concrete Occupations (Construction) (QCF):

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 2 NVQ Diploma in Specialist Concrete Occupations (Construction) (QCF)	600/9373/0	21/05/2013

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above feature in the funding lists published annually by the DfE and the regularly updated website. The title will also appear on the Learning Aim Reference Application (LARA), where relevant.

You should use the QN when you seek public funding for your learners. Each unit in a qualification will also have a QCF unit reference number, which is stated in each unit.

The QCF qualification title and unit reference numbers will appear on learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

This title replaces the following qualification from June 2013:

Qualification title	Qualification Number (QN)	Accreditation start date	Accreditation end date
Pearson Edexcel Level 2 NVQ Diploma in Specialist Concrete Occupations (Construction) (QCF)	600/4180/8	02/12/11	31/05/13

Key features of the Pearson Edexcel Level 2 NVQ Diploma in Specialist Concrete Occupations (Construction) (QCF)

This qualification:

- is nationally recognised
- is based on the ConstructionSkills National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned by Construction Skills.

The Pearson Edexcel Level 2 NVQ Diploma in Specialist Concrete Occupations (Construction) (QCF) has been approved as a component for the ConstructionSkills Intermediate Apprenticeship in Construction Civil Engineering.

What is the purpose of this qualification?

This qualification is appropriate for employees in the construction and the built environment sector working across a broad range of areas. It is designed to assess occupational competence in the workplace where learners are required to demonstrate skills and knowledge to a level required in the construction industry.

Who is this qualification for?

This qualification is for learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification
- be offered to learners who have been recruited with integrity by the centre.

What are the benefits of this qualification to the learner and employer?

This qualification allows learners to demonstrate competence against National Occupational Standards which are based on the needs of the construction industry as defined by ConstructionSkills, the Sector Skills Council. As such, they contribute to the development of skilled labour in the sector. The qualifications may contribute towards the competence element of an Apprenticeship.

What are the potential job roles for those working towards this qualification?

- Specialist concreter, for example carry out concrete repairs, carry out decorative concrete operations, and lay screed and resin floors.

What progression opportunities are available to learners who achieve this qualification?

This qualification allows learners to demonstrate competence in specialist concrete occupations at a level required by the construction and the built environment industry. Learners can progress across the level and size of the construction and the built environment competence and knowledge qualifications and into other occupational areas such as team leading and management.

Further information is available in *Annexe A*.

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Diploma in Specialist Concrete Occupations (Construction) (QCF)?

Individual units can be found in the *Units* section.

To achieve this qualification, learners must complete a minimum of 39 credits, including 20 credits from the mandatory units in Group A and one of the pathways in Group B. Learners may choose to complete additional credits; however, these will not count towards the minimum credit value for the qualification.

		Credits
Pathway 1	Pearson Edexcel Level 2 NVQ Diploma in Specialist Concrete Occupations (Concrete Repair)	50
Pathway 2	Pearson Edexcel Level 2 NVQ Diploma in Specialist Concrete Occupations (Sprayed Concrete)	48
Pathway 3	Pearson Edexcel Level 2 NVQ Diploma in Specialist Concrete Occupations (Decorative Concrete)	67
Pathway 4	Pearson Edexcel Level 2 NVQ Diploma in Specialist Concrete Occupations (Concrete Drilling)	59
Pathway 5	Pearson Edexcel Level 2 NVQ Diploma in Specialist Concrete Occupations (Concrete Sawing)	60
Pathway 6	Pearson Edexcel Level 2 NVQ Diploma in Specialist Concrete Occupations (Concrete Drilling and Sawing)	78
Pathway 7	Pearson Edexcel Level 2 NVQ Diploma in Specialist Concrete Occupations (In Situ Flooring – Screed)	48
Pathway 8	Pearson Edexcel Level 2 NVQ Diploma in Specialist Concrete Occupations (In Situ Flooring – Resin)	48
Pathway 9	Pearson Edexcel Level 2 NVQ Diploma in Specialist Concrete Occupations (In Situ Flooring – Concrete Layer)	47
Pathway 10	Pearson Edexcel Level 2 NVQ Diploma in Specialist Concrete Occupations (In Situ Flooring – Concrete Finisher)	47

		Credits
Pathway 11	Pearson Edexcel Level 2 NVQ Diploma in Specialist Concrete Occupations (In Situ Flooring – Concrete Plant Operator)	50
Pathway 12	Pearson Edexcel Level 2 NVQ Diploma in Specialist Concrete Occupations (Background Preparation and Profiling)	39

Pearson Edexcel Level 2 NVQ Diploma in Specialist Concrete Occupations (Construction) (QCF)					
Unit no.	**Unit reference number**	**A — Mandatory units for all pathways (credit value: 20)**	**Credit**	**Level**	**GLH**
1	T/503/9560	Establishing Work Area Protection and Safety in the Workplace	10	2	33
2	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	2	1	7
3	J/503/1169	Conforming to Productive Working Practices in the Workplace	3	2	10
4	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17

B — Pathways					
Unit no.	**Unit reference number**	**B1 – Mandatory units for pathway 1 (credit value: 30)**	**Credit**	**Level**	**GLH**
5	L/600/6820	Surveying Degraded Concrete Structures in the Workplace	16	2	53
6	Y/600/6822	Applying Materials to Repair Concrete in the Workplace	14	2	47

Unit no.	**Unit reference number**	**B2 – Mandatory units for pathway 2 (credit value: 28)**	**Credit**	**Level**	**GLH**
7	M/600/6826	Preparing Substrate for Sprayed Concrete in the Workplace	12	2	40
8	T/503/9915	Providing Structural Support by Sprayed Concrete in the Workplace	16	2	53

Unit no.	Unit reference number	B3 – Mandatory units for pathway 3 (credit value: 47)	Credit	Level	GLH
9	F/600/6829	Preparing Backgrounds Prior to Laying Decorative Concrete in the Workplace	12	2	40
10	F/600/6832	Placing Concrete and Producing a Decorative Finish in the Workplace	18	2	60
11	M/503/9623	Installing Street Ironwork in the Workplace	9	2	30
12	L/600/8101	Setting Out Secondary Dimensional Work Control in the Workplace	8	2	27

Unit no.	Unit reference number	B4 – Mandatory units for pathway 4 (credit value: 39)	Credit	Level	GLH
13	Y/600/6836	Reshaping Using Hand Sawing Techniques in the Workplace	21	2	70
14	Y/600/6920	Forming Drill Holes or Core in the Structural Fabric in the Workplace	18	2	60

Unit no.	Unit reference number	B5 – Mandatory units for pathway 5 (credit value: 40)	Credit	Level	GLH
13	Y/600/6836	Reshaping Using Hand Sawing Techniques in the Workplace	21	2	70
15	D/600/6921	Forming Saw Cuts in Structural Fabric Material in the Workplace	19	2	63

Unit no.	Unit reference number	B6 – Mandatory units for pathway 6 (credit value: 58)	Credit	Level	GLH
13	Y/600/6836	Reshaping Using Hand Sawing Techniques in the Workplace	21	2	70
14	Y/600/6920	Forming Drill Holes or Core in the Structural Fabric in the Workplace	18	2	60
15	D/600/6921	Forming Saw Cuts in Structural Fabric Material in the Workplace	19	2	63

Unit no.	Unit reference number	B7 – Mandatory units for pathway 7 (credit value: 28)	Credit	Level	GLH
16	K/600/6999	Preparing Backgrounds for Screed and Resin Floors in the Workplace	12	2	40
17	D/600/7003	Laying Screed Floors in the Workplace	16	2	53

Unit no.	Unit reference number	B8 – Mandatory units for pathway 8 (credit value: 28)	Credit	Level	GLH
16	K/600/6999	Preparing Backgrounds for Screed and Resin Floors in the Workplace	12	2	40
18	M/600/7006	Laying Resin Floors in the Workplace	16	2	53

Unit no.	Unit reference number	B9 – Mandatory units for pathway 9 (credit value: 27)	Credit	Level	GLH
19	T/600/7007	Preparing Areas for Concrete Flooring in the Workplace	14	2	47
20	F/600/7009	Manually Placing In Situ Concrete Flooring in the Workplace	13	2	43

Unit no.	Unit reference number	B10 – Mandatory units for pathway 10 (credit value: 27)	Credit	Level	GLH
19	T/600/7007	Preparing Areas for Concrete Flooring in the Workplace	14	2	47
21	F/600/7012	Applying Surface Finishes to Concrete Flooring in the Workplace	13	2	43

Unit no.	Unit reference number	B11 – Mandatory units for pathway 11 (credit value: 30, one unit)	Credit	Level	GLH
22	J/601/1580	Preparing and Operating Ride-on Topping Spreaders to Distribute Materials in the Workplace	30	2	100
23	M/601/1640	Preparing and Operating Ride-on Laser Screeders to Level Concrete in the Workplace	40	2	130

Unit no.	Unit reference number	B12 – Mandatory units for pathway 12 (credit value: 19)	Credit	Level	GLH
24	L/600/7014	Preparing and/or Profiling Substrates in the Workplace	15	2	50
25	D/600/8099	Preparing and Operating Specialised Powered Tools and Equipment in the Workplace	4	2	13

C – Additional units (not compulsory) (credits from this group will not count towards the minimum credit value required for the qualification)					
Unit no.	**Unit reference number**	**C1 – Additional unit for pathway 1 (credit value: n/a)**	**Credit**	**Level**	**GLH**
26	K/600/6825	Applying Coatings as Structure Protection in the Workplace	13	2	43

Unit no.	Unit reference number	C2 – Additional unit for pathway 3 (credit value: n/a)	Credit	Level	GLH
27	R/600/6835	Applying Specialist Finishes to Concrete in the Workplace	20	2	67

Unit no.	Unit reference number	C3 – Additional units for pathways 4-6 (credit value: n/a)	Credit	Level	GLH
28	M/600/6924	Carrying Out Concrete Bursting Operations in the Workplace	16	2	53
29	F/600/6930	Carrying Out Concrete Crushing Operations in the Workplace	14	2	47
30	M/600/6941	Carrying Out Wire Sawing of Concrete in the Workplace	16	2	53
31	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	8	2	27

Unit no.	Unit reference number	C4 – Additional unit for pathways 7-11 (credit value: n/a)	Credit	Level	GLH
15	D/600/6921	Forming Saw Cuts in Structural Fabric Material in the Workplace	19	2	63

How is the qualification graded and assessed?

The overall grade for each qualification is a 'pass'. To achieve a pass for the full qualification, a learner must achieve all the required units within the specified qualification structure.

To pass a unit a learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector.

Assessment strategy

The assessment strategy for this qualification has been included in *Annexe D*. They have been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- the requirements for assessment in the workplace and the circumstances where simulation is permitted
- the criteria for defining a realistic working environment, where it is permitted
- the roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Learners may provide evidence of occupational competence from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme, whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess, without undertaking a course of development. They must submit sufficient, reliable and valid evidence for assessment, internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence provided to satisfy the unit and learning outcomes' assessment criteria is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence (to be read in conjunction with the assessment strategy in *Annexe D*)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard specified by the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to cross-reference their evidence to the relevant assessment criteria.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on our website www.edexcel.com. Alternatively, centres can develop their own recording documents.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel accredited qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications. New centres must complete a centre recognition and approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval and which have a history of good external quality assurance outcomes are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. If centres do not comply with the agreement, Edexcel will act to protect the integrity of the awarding of qualifications. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required?

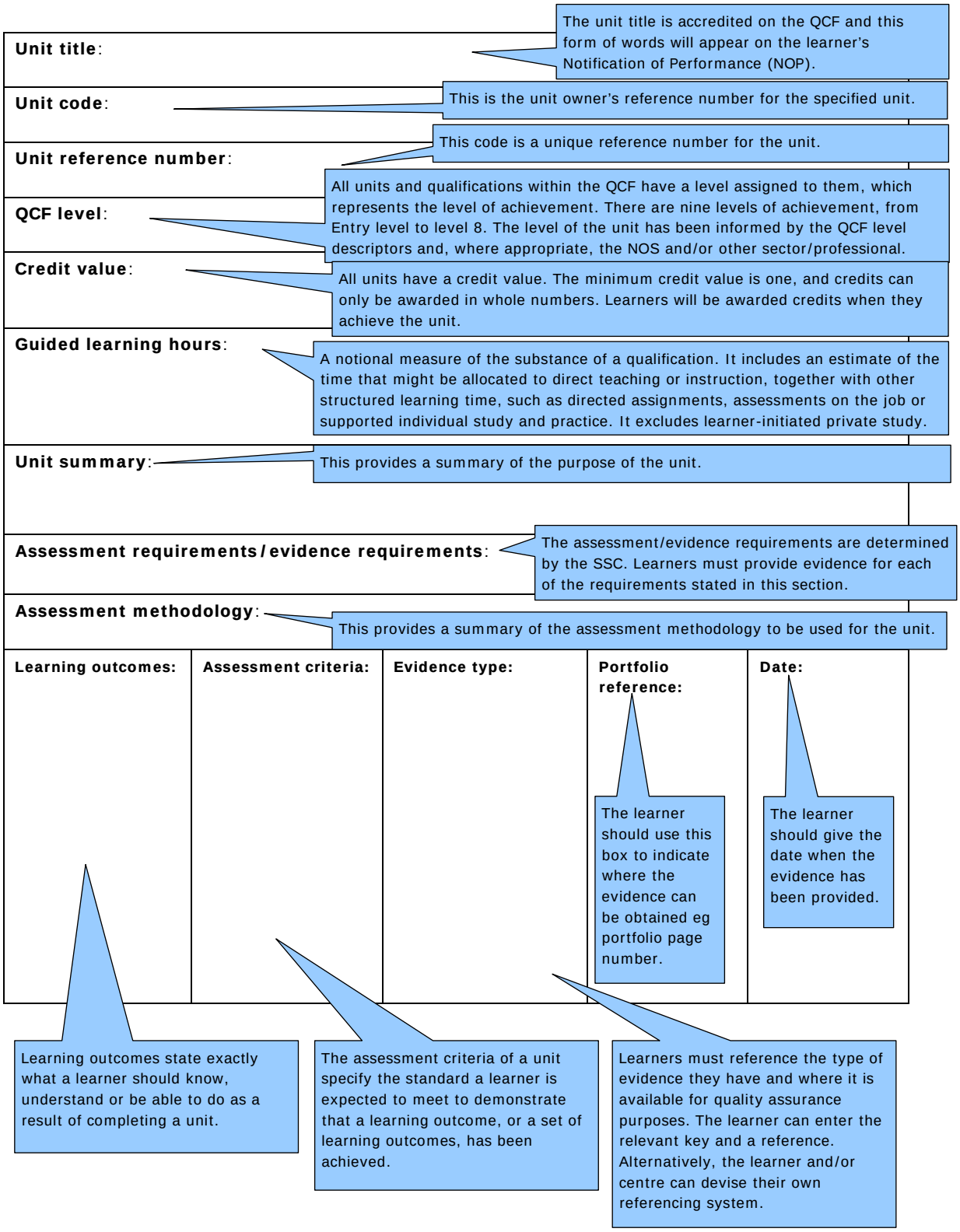
Each qualification is designed to support learners working in the Construction sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and they must be of industry standard. The centre and staff involved in the delivery of a qualification must take Health and Safety requirements into account.

Where provision is made by the Sector Skills Council or Standards Setting Body for assessment to be undertaken in a Realistic Working Environment (RWE), the RWE must provide the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

Centres must meet any specific resource requirements given in *Annexe D: Assessment strategy*. Staff assessing learners must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.



Units

Unit 1: Establishing Work Area Protection and Safety in the Workplace

Unit reference number: T/503/9560

QCF level: 2

Credit value: 10

Guided learning hours: 33

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in establishing work area protection and safety in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- 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.

This unit must be assessed against the following endorsement:

- own occupational area of work.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when establishing work area protection and safety	1.1 Interpret and extract relevant information from drawings, plans, risk assessments, method statements, specifications, schedules, site inspections and 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: – drawings, plans, risk assessments, method statements, specifications, schedules, site inspection reports, manufacturers' information, regulations and official guidance associated with protecting work areas			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when establishing work area protection and safety	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when establishing work area protection and safety	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when establishing work area protection and safety 3.2 Comply with information relating to specific risks to health when establishing work area protection and safety 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to establishing work area protection and safety, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to establish work area protection and safety	4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – safety and security barriers – protection and safety notices – temporary structures – signs and lighting – hand and/or powered tools and equipment 4.3 Describe how the resources should be used correctly and how 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 4.6 Describe how to calculate quantity, length and area associated with the method/procedure to establish work area protection and safety			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when establishing work area protection and safety	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 Minimise damage and maintain a clean work space 5.3 Dispose of waste in accordance with current legislation 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6 Complete the work within the allocated time when establishing work area protection and safety	6.1 Demonstrate completion of the work within the allocated time 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to establish work area protection and safety to the required specification	7.1 Demonstrate the following work skills when establishing work area protection and safety: – measuring, setting out, positioning, assembling, constructing, securing and dismantling 7.2 Install, maintain and remove temporary protection and safety arrangements for the work area, to given working instructions, relating to barriers/temporary structures and one of the following: – protection and safety notices – safety lighting 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment 7.4 Safely store the materials, tools and equipment used when establishing work area protection and safety			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – plan for the protection and the safety of the work and surrounding environment – install, check and maintain the protection and safety equipment – dismantle and remove protection and safety equipment – install safety notices – install lighting systems – use hand tools, power tools and equipment – work at height – use access equipment 7.6 Describe the needs of other occupations and how to effectively communicate within a team when establishing work area protection and safety 7.7 Describe how to maintain the tools and equipment used when establishing work area protection and safety			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 2: Conforming to General Health, Safety and Welfare in the Workplace

Unit reference number: A/503/1170

QCF level: 1

Credit value: 2

Guided learning hours: 7

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to general health, safety and welfare in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- 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.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Comply with all workplace health, safety and welfare legislation requirements	1.1 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area 1.2 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements 1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions 1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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			
2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures	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 resources, substances, asbestos, equipment, obstructions, storage, services and 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Comply with organisational policies and procedures to contribute to health, safety and welfare	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: – dealing with accidents and emergencies associated with the work and environment – methods of receiving or sourcing information – reporting – stopping work – evacuation – fire risks and safe exit procedures – 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area	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: – recognising when to stop work in the face of serious and imminent danger to self and/or others – contributing to discussions and providing feedback – reporting changed circumstances and incidents in the workplace – 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			
5 Comply with and support all organisational security arrangements and approved procedures	5.1 Provide appropriate support for security arrangements in accordance with approved procedures: – during the working day – on completion of the day's work – for unauthorised personnel (other operatives and the general public) – for theft 5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 3: Conforming to Productive Working Practices in the Workplace

Unit reference number: J/503/1169

QCF level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to productive working practices in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- 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.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Communicate with others to establish productive work practices	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			
2 Follow organisational procedures to plan the sequence of work	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: – using resources for own and other's work requirements – allocating appropriate work to employees – organising the work sequence – reducing carbon emissions 2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain relevant records in accordance with the organisational procedures	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: – job cards – worksheets – material/resource lists – time sheets 3.3 Explain the reasons for ensuring documentation is completed clearly and within given timescales			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Maintain good working relationships when conforming to productive working practices	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: – individuals – customer and operative – operative and line management – 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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 4: Moving, Handling and Storing Resources in the Workplace

Unit reference number: F/503/1171

QCF level: 2

Credit value: 5

Guided learning hours: 17

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in moving, handling and storing resources in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- 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.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Comply with given information when moving, handling and/or storing resources	1.1 Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation 1.2 Interpret the given information relating to the use and storage of lifting aids and equipment 1.3 Describe the different types of technical, product and regulatory information, their source and how they are interpreted 1.4 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.5 Describe how to obtain information relating to using and storing lifting aids and equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when moving, handling and/or storing resources	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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources	4.1 Select the relevant resources to be moved, handled and/or stored, associated with own work 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: – lifting and handling aids – container(s) – fixing, holding and securing systems 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources	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 general workplace activities, other occupations and adverse weather conditions 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6 Complete the work within the allocated time when moving, handling and/or storing resources	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: – progress charts, timetable and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given occupational resource information to move, handle and/or store resources to the required guidance	7.1 Demonstrate the following work skills when moving, handling and/or storing occupational resources: – moving, positioning, storing, 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: – sheet material – loose material – bagged or wrapped material – fragile material – tools and equipment – components – liquids 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources 7.4 Describe the needs of other occupations when moving, handling and/or storing resources			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 5: Surveying Degraded Concrete Structures in the Workplace

Unit reference number: L/600/6820

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for surveying degraded concrete structures in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 surveying degraded concrete structures to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when surveying degraded concrete structures	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 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: – drawings, specifications, schedules, manufacturers' information, method statements and regulations			
2 Know how to comply with relevant legislation and official guidance when surveying degraded concrete structures	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when surveying degraded concrete structures	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when surveying degraded concrete structures 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to the surveying of degraded concrete structures, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to survey degraded concrete structures	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – hammer, dust sampler, phenolphthalein, cover meter – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, components, tools and 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 quantity, length and area associated with the method/procedure to survey degraded concrete structures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when surveying degraded concrete structures	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 general workplace activities, other occupations and 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			
6 Complete the work within the allocated time when surveying degraded concrete structures	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to survey degraded concrete structures to the required specification	7.1 Demonstrate the following work skills when surveying degraded concrete structures: – measuring, marking out, protecting, preparing, testing, recording and reporting 7.2 Survey the degraded concrete by visual, mechanical and chemical means, to contractor's working instructions, to: – identify defective concrete – test the defective concrete – record and report results 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – position and prepare survey equipment – use the equipment to detect/sample dust, decay/damage, cracking, carbonisation, reinforcement corrosion, cover reinforcement – record and report results – use hand tools, power tools and equipment – work at height – use access equipment 7.4 Safely use and store hand tools, portable power tools and ancillary equipment 7.5 State the needs of other occupations and how to communicate within a team when surveying degraded concrete structures 7.6 Describe how to maintain the tools and equipment used when surveying degraded concrete structures			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 6: Applying Materials to Repair Concrete in the Workplace

Unit reference number: Y/600/6822

QCF level: 2

Credit value: 14

Guided learning hours: 47

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for applying materials to repair concrete in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 surveying degraded concrete structures to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when applying materials to repair concrete	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 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: – drawings, specifications, schedules, manufacturers' information and regulations			
2 Know how to comply with relevant legislation and official guidance when applying materials to repair concrete	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when applying materials to repair concrete	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when applying materials to repair concrete 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to applying materials to repair concrete, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to apply materials to repair concrete	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – formwork, repair compounds, aggregates, cements, additives, reinforcement, primers, bonding agents and membranes – saws, drills, mixers and sprayers – hand tools and/or ancillary equipment 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and 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 quantity, length and area associated with the method/procedure to apply materials to repair concrete			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when applying materials to repair concrete	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 general workplace activities, other occupations and 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			
6 Complete the work within the allocated time when applying materials to repair concrete	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to apply materials to repair concrete to the required specification	7.1 Demonstrate the following work skills when applying materials to repair concrete: – measuring, marking out, locating, protecting, breaking out, cleaning, replacing, erecting, mixing, applying, finishing and curing 7.2 Repair degraded concrete to contractor's working instructions to: – prepare backgrounds – apply primers, bonding agents and repair compounds – replace steel reinforcement – erect and dismantle shutters – record and report repairs carried out 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – locate services and protect adjacent areas – break out defective concrete – clean concrete and steel – replace steel reinforcement – erect and dismantle shutters – apply primers and bonding agents – mix and apply repair compounds – finish and cure – use hand tools, power tools and equipment – work at height – use access equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4 Safely use and store hand tools, portable power tools and ancillary equipment 7.5 State the needs of other occupations and how to communicate within a team when applying materials to repair concrete 7.6 Describe how to maintain the tools and equipment used when applying materials to repair concrete			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 7: Preparing Substrate for Sprayed Concrete in the Workplace

Unit reference number: M/600/6826

QCF level: 2

Credit value: 12

Guided learning hours: 40

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for preparing substrate for sprayed concrete in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 surveying degraded concrete structures to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when preparing substrate for sprayed concrete	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 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: – drawings, specifications, schedules, manufacturers' information and regulations			
2 Know how to comply with relevant legislation and official guidance when preparing substrate for sprayed concrete	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when preparing substrate for sprayed concrete	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when preparing substrate for sprayed concrete 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to preparing substrate for sprayed concrete, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to preparing substrate for sprayed concrete	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – temporary supports, screens, barriers, primers, reinforcement, tying wire, formwork – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and 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 quantity, length and area associated with the method/procedure to prepare substrate for sprayed concrete			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when preparing substrate for sprayed concrete	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 general workplace activities, other occupations and 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			
6 Complete the work within the allocated time when preparing substrate for sprayed concrete	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to prepare substrate for sprayed concrete to the required specification	7.1 Demonstrate the following work skills when preparing substrate for sprayed concrete: – measuring, marking out, locating, protecting, supporting, breaking out, cleaning, profiling, tying, erecting, recording and reporting 7.2 Prepare substrates prior to receiving sprayed concrete, to contractor's working instructions, to: – locate and protect services – break out – profile – tie and secure reinforcement steel – erect shutters – record and report work carried out 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – locate and protect services – break out, profile, square cut, clean, prepare, prime and support substrate, if necessary – position and secure reinforcement – erect and dismantle simple shutters – record and report – use hand tools, power tools and equipment – work at height – use access equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4 Safely use and store hand tools, portable power tools and ancillary equipment 7.5 State the needs of other occupations and how to communicate within a team when preparing substrate for sprayed concrete 7.6 Describe how to maintain the tools and equipment used when preparing substrate for sprayed concrete			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 8: Providing Structural Support by Sprayed Concrete in the Workplace

Unit reference number: T/503/9915

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for providing structural support by sprayed concrete in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- 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.

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

- Nozzle operative
- Spraying machine/pump operative

Plus against one of the following:

- Hand held spraying equipment dry
- Robotic spraying equipment dry
- Hand held spraying equipment wet
- Robotic spraying equipment wet

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when providing structural support by sprayed concrete	1.1 Interpret and extract relevant information from drawings, specifications, schedules and 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: – drawings, specifications, schedules, manufacturers' information and regulations			
2 Know how to comply with relevant legislation and official guidance when providing structural support by sprayed concrete	2.1 Describe their responsibilities regarding potential accidents and health hazards: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when providing structural support by sprayed concrete	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 providing structural support by sprayed concrete 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to providing structural support by sprayed concrete, and the types, purpose and limitations of each type 3.3 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to provide structural support by sprayed concrete	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – sand, aggregate, cements, additives, admixtures, structural concrete, curing membranes – working platforms – hand and/or powered tools, spraying and testing equipment and ancillaries 4.3 Describe how the resources should be used correctly and how 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 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to provide structural support by sprayed concrete			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when providing structural support by sprayed concrete	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 Minimise damage and maintain a clean work space 5.3 Dispose of waste in accordance with current legislation 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6 Complete the work within the allocated time when providing structural support by sprayed concrete	6.1 Demonstrate completion of the work within the allocated time 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to provide structural support by sprayed concrete to the required specification	7.1 Demonstrate the following work skills when providing structural support by sprayed concrete: – measuring, marking out, assembling, checking, preparing, curing, protecting, testing, recording and reporting 7.2 Apply sprayed concrete by wet and/or dry methods to given working instructions for three of the following: – spraying concrete to profile – curing and protecting concrete – testing sprayed concrete – recording and reporting on testing and/or spraying – operating spraying machine/pump 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment 7.4 Safely store the materials, tools and equipment used when providing structural support by sprayed concrete			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assemble and check spray equipment (wet and/or dry application) – prepare backgrounds including wetting, depth guides and protection measures – set up spray/pumping equipment – operate robotic spraying equipment – operate hand-held spraying equipment – spray in layers to agreed profile and depth – apply specified finish – cure concrete – test concrete – record and report – operate spraying machines and pumps – use hand tools, power tools and equipment – work at height – use access equipment 7.6 Describe the needs of other occupations and how to effectively communicate within a team when providing structural support by sprayed concrete 7.7 Describe how to maintain the tools and equipment used when providing structural support by sprayed concrete			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 9: Preparing Backgrounds Prior to Laying Decorative Concrete in the Workplace

Unit reference number: F/600/6829

QCF level: 2

Credit value: 12

Guided learning hours: 40

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for preparing backgrounds prior to laying decorative concrete in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 preparing backgrounds prior to laying decorative concrete to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when preparing backgrounds prior to laying decorative concrete	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 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: – drawings, specifications, schedules, manufacturers' information and regulations governing buildings			
2 Know how to comply with relevant legislation and official guidance when preparing backgrounds prior to laying decorative concrete	2.1 Describe the responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when preparing backgrounds prior to laying decorative concrete	3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when preparing backgrounds prior to laying decorative concrete 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to preparing backgrounds prior to laying decorative concrete, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to prepare backgrounds prior to laying decorative concrete	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – protection materials – blinding – sub-bases – drainage materials – edge restraint/shutters – reinforcement – fixings – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and 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 quantity, length, area and wastage associated with the method/procedure to prepare backgrounds prior to laying decorative concrete			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when preparing background	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 general workplace activities, other occupations and 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			
6 Complete the work within the allocated time when preparing backgrounds prior to laying decorative concrete	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to prepare backgrounds prior to laying decorative concrete to the required specification	7.1 Demonstrate the following work skills when preparing backgrounds prior to laying decorative concrete: – measuring, marking out, locating, protecting, formatting, draining, placing, installing and securing 7.2 Prepare backgrounds for decorative concrete, to contractor's working instructions, relating to: – site preparation – earthworks – pavement construction – edge restraint and mesh reinforcement – drainage installation 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – locate and protect services – protect existing structures – excavate to line, level and prepare formation – install drainage – level, spread and compact sub-bases – install and remove edge restraint/shutters – secure reinforcement – use hand tools, power tools and equipment 7.4 Safely use and store hand tools, portable power tools and ancillary equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when preparing backgrounds prior to laying decorative concrete 7.6 Describe how to maintain the tools and equipment used when preparing backgrounds prior to laying decorative concrete			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 10: Placing Concrete and Producing a Decorative Finish in the Workplace

Unit reference number: F/600/6832

QCF level: 2

Credit value: 18

Guided learning hours: 60

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for placing concrete and producing a decorative finish in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 placing concrete and producing a decorative finish to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- Imprinted
- Stencilled
- Exposed aggregate

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when placing concrete and producing a decorative finish	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 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: – drawings, specifications, schedules, manufacturers' information and regulations governing buildings			
2 Know how to comply with relevant legislation and official guidance when placing concrete and producing a decorative finish	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when placing concrete and producing a decorative finish	3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when placing concrete and producing a decorative finish 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to placing concrete and producing a decorative finish, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to place concrete and produce a decorative finish	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – concrete, reinforcement – retarders, sealers, hardeners, resins (polymers, colours), cleaning agents, repair compounds, release agents – integral colouring agents – aggregate – stencils, mats and/or skins – hand and/or powered tools and ancillary equipment 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and 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 quantity, length, area and wastage associated with the method/procedure to place concrete and produce a decorative finish			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when placing concrete and producing a decorative finish	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 general workplace activities, other occupations and 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			
6 Complete the work within the allocated time when placing concrete and producing a decorative finish	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to place concrete and produce a decorative finish to the required specification	7.1 Demonstrate the following work skills when placing concrete and producing a decorative finish: – compacting, screeding, applying, finishing, jointing, sealing, protecting and curing 7.2 Place concrete to levels and falls, test and produce specialist surface finishes, to contractor's working instructions, relating to any one or more of the following finishes: – imprinted – stencilled – exposed aggregate 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – receive, handle, place, test, compact and float concrete to falls and levels – for imprinting: apply colour, float and edge, apply release agents, prepare edge, align and position mats and print – for stencilling: align and secure stencils, roll into surface, apply colour hardener, apply textured or trowelled finish – for exposed aggregate: apply trowelled finish, seed aggregate, tamp, apply retarder, jet wash/hose off laitance, apply acid wash – repair defects, cut joints, seal, protect and cure – carry out remedials – use hand tools, power tools and equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4 Safely use and store hand tools, portable power tools and ancillary equipment 7.5 State the needs of other occupations and how to communicate within a team when placing concrete and producing a decorative finish 7.6 Describe how to maintain the tools and equipment used when placing concrete and producing a decorative finish			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 11: Installing Street Ironwork in the Workplace

Unit reference number: M/503/9623

QCF level: 2

Credit value: 9

Guided learning hours: 30

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing street ironwork in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- 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.

This unit must be assessed against the following endorsement:

- Own occupational area of work.

Plus against one of the following:

- New
- Reinstatement.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when installing street ironwork	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and 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: – drawings, specifications, schedules, risk assessments, method statements, manufacturers' information and regulations for street ironwork fixtures			
2 Know how to comply with relevant legislation and official guidance when installing street ironwork	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – in the workplace, below ground level, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when installing street ironwork	3.1 Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when installing street ironwork 3.2 Comply with information relating to specific risks to health when installing street ironwork 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing street ironwork, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to install street ironwork	4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – sand, cement, mortar, patent epoxy resin-based materials – access covers and frames, gully grates and frames – hand and/or powered tools and equipment 4.3 Describe how the resources should be used correctly and how 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 4.6 Describe how to calculate quantity and size associated with the method/procedure to install street ironwork			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing street ironwork	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 Minimise damage and maintain a clean work space 5.3 Dispose of waste in accordance with current legislation 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6 Complete the work within the allocated time when installing street ironwork	6.1 Demonstrate completion of the work within the allocated time 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to install street ironwork to the required specification	7.1 Demonstrate the following work skills when installing street ironwork: – measuring, marking out, positioning, fitting, levelling, aligning and securing 7.2 Install street ironwork to new and/or reinstatement situations to given working instructions relating to the following: – access covers and frames – gully grates and frames 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment 7.4 Safely store the materials, tools and equipment used when installing street ironwork 7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – locate the area/position where the street ironwork is to be installed – confirm the street ironwork, fixing and bedding requirements – position, fit, align and secure the street ironwork – protect ironwork during curing – use hand tools, power tools and equipment – use ancillary equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.6 Describe the needs of other occupations and how to effectively communicate within a team when installing street ironwork 7.7 Describe how to maintain the tools and equipment used when installing street ironwork			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 12: Setting Out Secondary Dimensional Work Control in the Workplace

Unit reference number: L/600/8101

QCF level: 2

Credit value: 8

Guided learning hours: 27

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in setting out secondary dimensional work control in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the additional requirements for qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 setting out secondary dimensional work control to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to setting out dimensional control of the work	1.1 Interpret and extract information from drawings, method statements, specifications, schedules manufacturers' information and reference point 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: – drawings, specifications, schedules, method statements, manufacturers' information, reference points and regulations governing buildings and construction work			
2 Know how to comply with relevant legislation and official guidance to set out dimensional control of the work	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when setting out dimensional control of the work	3.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during setting out dimensional control of the work 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to setting out dimensional control of the work, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources to set out dimensional control of the work	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: – measuring tools and equipment – marking equipment – level and alignment tools 4.2 Select resources associated with the work in relation to measuring tools and instruments, marking materials/components and tools and 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 quantity of resources associated with the work methods			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when setting out dimensional control of the work	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 general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out safely in relation to the work			
6 Complete the work within the allocated time when setting out dimensional control of the work	6.1 Demonstrate completion of the work within the allocated time 6.2 State the purpose of the work programme and describe why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the lifting operation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to set out dimensional control of the work to the required specification	7.1 Demonstrate the following work skills when setting out dimensional control of the work: – transferring, transposing, levelling, measuring, marking, positioning, fixing and securing 7.2 Setting out dimensional control for the work to contractor's working instructions for any three of the following: – line – level – depth – area – height – angle 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: – measure and set out secondary dimensional control for the work – measure, align and level to dimensional control requirements – transfer and set out line, angles and levels to dimensional control requirements – use hand tools and measuring and marking equipment – work at height – use access equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4 Describe how to calculate height, depth, angle, length and area associated with the method/ procedures to set out dimensional control of the work 7.5 Safely use and store hand tools and ancillary equipment 7.6 State the needs of other occupations and how to communicate within a team when setting out dimensional control of the work 7.7 Describe how to maintain the tools and equipment used to set out dimensional control of the work			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 13: Reshaping Using Hand Sawing Techniques in the Workplace

Unit reference number: Y/600/6836

QCF level: 2

Credit value: 21

Guided learning hours: 70

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for reshaping using hand sawing techniques in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 reshaping using hand sawing techniques to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- Power saw
- Ring saw
- Chainsaw.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when reshaping using hand sawing techniques	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 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: – drawings, specifications, schedules, manufacturers' information, method statements and regulations			
2 Know how to comply with relevant legislation and official guidance when reshaping using hand sawing techniques	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when reshaping using hand sawing techniques	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when reshaping using hand sawing techniques 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to reshaping using hand sawing techniques, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to reshape using hand sawing techniques	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – consumables, including blades – angle grinders, power saws, ring saws, chainsaws – hand tools 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and 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 quantity, length and area associated with the method/procedure to reshape using hand sawing techniques			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when reshaping using hand sawing techniques	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 general workplace activities, other occupations and 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			
6 Complete the work within the allocated time when reshaping using hand sawing techniques	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to reshape using hand sawing techniques to the required specification	7.1 Demonstrate the following work skills when reshaping using hand sawing techniques: – measuring, chasing, checking, confirming, setting up, securing, aligning, connecting, cutting, reporting and recording 7.2 Form saw cuts in vertical and/or horizontal surfaces using angle grinders and any one of the following: – power saw – ring saw – chainsaw to contractor's working instructions, to any two of the following: – concrete – masonry – stone – asphalt 7.3 Record work details on completion of forming saw cuts 7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set up, check and operate angle grinders, power saws, ring saws, chainsaws – form openings or cut to line, depth and size – report, record and maintain records as necessary – use hand tools, power tools and equipment – work at height – use access equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Safely use and store hand tools, portable power tools, angle grinders and any one of the following: – power saw – ring saw – chainsaw 7.6 State the needs of other occupations and how to communicate within a team when reshaping using hand sawing techniques 7.7 Describe how to maintain the tools and equipment used when reshaping using hand sawing techniques			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 14: Forming Drill Holes or Core in the Structural Fabric in the Workplace

Unit reference number: Y/600/6920

QCF level: 2

Credit value: 18

Guided learning hours: 60

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for forming drill holes or core in the structural fabric in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 forming drill holes or core in the structural fabric to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- Diamond core drill
- Trailer rig diamond drill.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when forming drill holes or core in the structural fabric	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 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: – drawings, specifications, schedules, manufacturers' information, method statements and regulations			
2 Know how to comply with relevant legislation and official guidance when forming drill holes or core in the structural fabric	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when forming drill holes or core in the structural fabric	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when forming drill holes or core in the structural fabric 3.2 Ensure there is adequate lighting and ventilation to carry out the work 3.3 Explain why and when personal protective equipment (PPE) should be used, relating to forming drill holes or core in the structural fabric, and the types, purpose and limitations of each type 3.4 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to form drill holes or core in the structural fabric	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – diamond drills, bits, power units, connectors, fixings and accessories – percussive drill – diamond core drill – trailer rig diamond drill – hand and/or powered tools 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and 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 quantity, length and area associated with the method/procedure to form drill holes or core in the structural fabric			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when forming drill holes or core in the structural fabric	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 general workplace activities, other occupations and 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			
6 Complete the work within the allocated time when forming drill holes or core in the structural fabric	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to form drill holes or core in the structural fabric to the required specification	7.1 Demonstrate the following work skills forming drill holes or core in the structural fabric: – measuring, marking out, setting up, connecting, drilling or coring 7.2 Drill holes on or take cores from vertical and/or horizontal surfaces using a percussive drill and diamond core drill or trailer rig diamond drill, to contractor's working instructions on any two of the following: – concrete – masonry – stone – asphalt 7.3 Record work details on completion of forming holes or taking cores 7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set up, carry out pre-start checks and operate drilling and/or coring plant and equipment – drill holes, including stitch drilling or coring – maintain records – use hand tools, power tools and equipment – work at height – use access equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Safely use and store hand tools, portable power tools, percussive drill and diamond core drill or trailer rig diamond drill 7.6 State the needs of other occupations and how to communicate within a team when forming drill holes or core in the structural fabric 7.7 Describe how to maintain the tools and equipment used when forming drill holes or core in the structural fabric			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 15: Forming Saw Cuts in Structural Fabric Material in the Workplace

Unit reference number: D/600/6921

QCF level: 2

Credit value: 19

Guided learning hours: 63

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in forming saw cuts in structural fabric material in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the additional requirements for qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 forming saw cuts in structural fabric material to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- Self-propelled floor saw
- Diamond-bladed track saw.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when forming saw cuts in structural fabric material	1.1 Interpret the given information relating to the work and resources when forming saw cuts in structural fabric material 1.2 Comply with information and/or instructions derived from risk assessments and method statement 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: – drawings, specifications, schedules, manufacturers' information, method statements and regulations governing buildings			
2 Know how to comply with relevant legislation and official guidance when forming saw cuts in structural fabric material	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when forming saw cuts in structural fabric material	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when forming saw cuts in structural fabric material 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to forming saw cuts in structural fabric material, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to form saw cuts in structural fabric material	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – consumables, including blades – accessories – self-propelled floor saw – diamond-bladed track saw – hand and/or powered tools 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and 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 quantity, length and area associated with the method/procedure to form saw cuts in structural fabric material			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when forming saw cuts in structural fabric material	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 general workplace activities, other occupations and 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			
6 Complete the work within the allocated time when forming saw cuts in structural fabric material	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to form saw cuts in structural fabric material to the required specification	7.1 Demonstrate the following work skills when forming saw cuts in structural fabric material: – measuring, chasing, checking, setting up, securing, aligning, connecting and cutting 7.2 Form saw cuts in vertical and horizontal surfaces with self-propelled floor saws or diamond-bladed track saws to contractor's working instructions to any two of the following: – concrete – masonry – stone – asphalt 7.3 Record work details on completion of forming saw cuts 7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set up, check and operate: self-propelled floor saw, diamond-bladed track saw, as appropriate to the work – form openings – report, record and maintain records as necessary – use hand tools, power tools and equipment – work at height – use access equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Safely use and store hand tools, portable power tools and self-propelled floor saw or diamond-bladed track saw 7.6 State the needs of other occupations and how to communicate within a team when forming saw cuts in structural fabric material 7.7 Describe how to maintain the tools and equipment used when forming saw cuts in structural fabric material			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 16: Preparing Backgrounds for Screed and Resin Floors in the Workplace

Unit reference number: K/600/6999

QCF level: 2

Credit value: 12

Guided learning hours: 40

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for preparing backgrounds for screed and resin in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 preparing backgrounds for screed and resin floors to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- Resin floors
- Screed floors.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when preparing backgrounds for screed and resin floors	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 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: – drawings, specifications, schedules, manufacturers' information and regulations			
2 Know how to comply with relevant legislation and official guidance when preparing backgrounds for screed and resin floors	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when preparing backgrounds for screed and resin floors	3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when preparing backgrounds for screed and resin floors 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to preparing backgrounds for screed and resin floors, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to prepare backgrounds for screed and resin floors	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – detergent and degreasers – primers/bonding agents, repair compounds, reinforcement and DPM – isolation points/box outs – joints – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and 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 quantity, length, area and wastage associated with the method/procedure to prepare backgrounds for screed and resin floors			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when preparing backgrounds for screed and resin floors	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 general workplace activities, other occupations and 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			
6 Complete the work within the allocated time when preparing backgrounds for screed and resin floors	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to prepare backgrounds for screed and resin floors to the required specification	7.1 Demonstrate the following work skills when preparing backgrounds for screed and resin floors: – assessing, measuring, marking out, cleaning, breaking out, preparing, forming, chasing, priming, mixing, repairing, curing and protecting 7.2 Prepare concrete and overlay backgrounds to given working instructions for resin or screed floors 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assess condition of substrate – break out defective areas and prepare concrete and/or overlaid surfaces and perimeter prior to repair – mix repair compounds – repair substrate as necessary – locate and form joints – protect and cure as necessary – use hand tools, power tools and dust extraction equipment 7.4 Safely use and store hand tools, breakers, cutting wheels, planers, grinders, scarifiers, scabblers and dust extractors			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when preparing backgrounds for screed and resin floors 7.6 Describe how to maintain the tools and equipment used when preparing backgrounds for screed and resin floors			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 17: Laying Screed Floors in the Workplace

Unit reference number: D/600/7003

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in laying screed floors in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the additional requirements for qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 laying screed floors to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- Sand-cement screeds
- Flowable screeds.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when laying screed floors	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 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: – drawings, specifications, schedules, manufacturers' information and regulations			
2 Know how to comply with relevant legislation and official guidance when laying screed floors	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when laying screed floors	3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when laying screed floors 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to laying screed floors, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to lay screed floors	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – battens, reinforcement and drainage accessories, movement and construction joints – bonding agents, sand, cement, additives aggregates, colouring agents, membranes – flowable screeds – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and 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 quantity, length, area and wastage associated with the method/procedure to lay screed floors			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when laying screed floors	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 general workplace activities, other occupations and 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			
6 Complete the work within the allocated time when laying screed floors	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to lay screed floors to the required specification	7.1 Demonstrate the following work skills when laying screed floors: – measuring, marking out, locating, securing, forming, fixing, mixing, transporting, laying, protecting and curing 7.2 Lay screeds to floors and stairs to given working instructions using one of the following: – sand and cement screeds – flowable screeds 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set out for line and level – position and secure reinforcement and fixings – form drainage inlets, covings, skirtings, drainage channels and outlets – form movement joints – prepare substrate to include application of primers and damp proof membranes – mix and transport screed material – test screed mix for consistency – lay screed to floors and around fixings to specified level and finish – protect and cure screed – use hand tools, power tools and equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4 Safely use and store hand tools and paddle, spiral, and forced action mixers 7.5 State the needs of other occupations and how to communicate within a team when laying screed floors 7.6 Describe how to maintain the tools and equipment used when laying screed floors			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 18: Laying Resin Floors in the Workplace

Unit reference number: M/600/7006

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for laying resin floors in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 laying resin floors to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- Resinscreeds
- Resin self-smoothing
- Resin coatings.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when laying resin floors	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 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: – drawings, specifications, schedules, manufacturers' information and regulations			
2 Know how to comply with relevant legislation and official guidance when laying resin floors	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when laying resin floors	3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when laying resin floors 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to laying resin floors, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to lay resin floors	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – primers, damp-proof membranes – construction and movement joints – resin screed, resin self-smoothing or resin coating – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and 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 quantity, length, area and wastage associated with the method/procedure to lay resin floors			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when laying resin floors	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 general workplace activities, other occupations and 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			
6 Complete the work within the allocated time when laying resin floors	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to lay resin floors to the required specification	7.1 Demonstrate the following work skills when laying resin floors: – measuring, marking out, forming, preparing, mixing, applying, finishing, curing and protecting 7.2 Lay resins floors to given working instructions using one of the following: – resin screeds; to include resin screeds and heavy duty screed flooring – resin self-smoothing; to include any two from multi-layer flooring, flow applied flooring or heavy duty flowable flooring – resin coatings; to include any two from floor seals, floor coatings and high build floor coatings 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set out floor to receive resins – position and secure construction and movement joints – prepare substrates to include applying primers and damp proof membranes – mix and apply resin floor finishes for screeds, self-smoothing or coatings to specified finish – protect and cure finished floor – use hand tools, power tools and equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4 Safely use and store hand tools and paddle, spiral and forced action mixer 7.5 State the needs of other occupations and how to communicate within a team when laying resin floors 7.6 Describe how to maintain the tools and equipment used when laying resin floors			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 19: Preparing Areas for Concrete Flooring in the Workplace

Unit reference number: T/600/7007

QCF level: 2

Credit value: 14

Guided learning hours: 47

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for preparing areas for concrete flooring in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 preparing areas for concrete flooring to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when preparing areas for concrete flooring	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 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: – drawings, specifications, schedules, manufacturers' information and regulations			
2 Know how to comply with relevant legislation and official guidance when preparing areas for concrete flooring	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when preparing areas for concrete flooring	3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when preparing areas for concrete flooring 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to preparing areas for concrete flooring and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to prepare areas for concrete flooring	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – formwork, reinforcement, dowels, membranes, box outs, joint formers – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and 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 quantity, length, area and wastage associated with the method/procedure to prepare areas for concrete flooring			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when preparing areas for concrete flooring	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 general workplace activities, other occupations and 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			
6 Complete the work within the allocated time when preparing areas for concrete flooring	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to prepare areas for concrete flooring to the required specification	7.1 Demonstrate the following work skills when preparing areas for concrete flooring: – measuring, marking out, trimming, compacting, positioning, fixing, cutting, installing, locating, securing and protecting 7.2 Prepare areas to lay concrete floors to given working instructions relating to: – substrate preparation – formwork, box-outs, reinforcement, dowels, joint formers installation – membrane placement 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – trim and compact sub-base to line and level – position and fix formwork and box outs/isolation points to line and level – cut and install membranes – locate and secure joint/void formers – cut, locate and secure reinforcement and dowels – protect prepared area – use hand tools, power tools and equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4 Safely use and store hand tools, compactor and cutting wheels 7.5 State the needs of other occupations and how to communicate within a team when preparing areas for concrete flooring 7.6 Describe how to maintain the tools and equipment used when preparing areas for concrete flooring			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 20: Manually Placing In Situ Concrete Flooring in the Workplace

Unit reference number: F/600/7009

QCF level: 2

Credit value: 13

Guided learning hours: 43

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for manually placing in situ concrete flooring in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 manually placing in situ concrete flooring to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

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Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when manually placing in situ concrete flooring	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 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: – drawings, specifications, schedules, manufacturers' information and regulations			
2 Know how to comply with relevant legislation and official guidance when manually placing in situ concrete flooring	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when manually placing in situ concrete flooring	3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when manually placing in situ concrete flooring 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to manually placing in situ concrete flooring, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to manually place in situ concrete flooring	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – structural concrete, construction joint materials, box outs, membranes, reinforcement – testing equipment, including cones and cubes – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and 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 quantity, length, area and wastage associated with the method/procedure to manually place in situ concrete flooring			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when manually placing in situ concrete flooring	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 general workplace activities, other occupations and 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			
6 Complete the work within the allocated time when manually placing in situ concrete flooring	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to manually place in situ concrete flooring to the required specification	7.1 Demonstrate the following work skills when manually placing in situ concrete flooring: – measuring, marking out, checking, spreading, levelling, compacting, testing and finishing 7.2 Lay concrete floors to given working instructions and: – receive – handle – test – place – compact – screed 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – check line, level and suitability of horizontal and vertical formwork/structure for the concrete pour – receive, handle and test concrete – place and compact concrete – screed concrete to level – use hand tools, power tools and equipment 7.4 Safely use and store hand tools, poker, beam vibrators and ancillary equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when manually placing in-situ concrete flooring 7.6 Describe how to maintain the tools and equipment used when manually placing in-situ concrete flooring			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 21: Applying Surface Finishes to Concrete Flooring in the Workplace

Unit reference number: F/600/7012

QCF level: 2

Credit value: 13

Guided learning hours: 43

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for applying surface finishes to concrete flooring in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 applying surface finishes to concrete flooring to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- Pedestrian power float
- Ride-on power float.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when applying surface finishes to concrete flooring	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 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: – drawings, specifications, schedules, manufacturers' information and regulations			
2 Know how to comply with relevant legislation and official guidance when applying surface finishes to concrete flooring	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when applying surface finishes to concrete flooring	3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when applying surface finishes to concrete flooring 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to applying surface finishes to concrete flooring, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to apply surface finishes to concrete flooring	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – structural concrete – reinforcement – consumables – compaction equipment – curing compounds/applicators – pedestrian or ride-on power floats – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and 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 quantity, length, area and wastage associated with the method/procedure to apply surface finishes to concrete flooring			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when applying surface finishes to concrete flooring	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 general workplace activities, other occupations and 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			
6 Complete the work within the allocated time when applying surface finishes to concrete flooring	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to apply surface finishes to concrete flooring to the required specification	7.1 Demonstrate the following work skills when applying surface finishes to concrete flooring: – measuring, marking out, spreading, compacting, finishing and setting up 7.2 Apply surface finishes to industrial/commercial concrete flooring to given working instructions by operation of: – pedestrian power float or – ride-on power float 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – place and compact concrete – screed concrete to finished level – set up, carry out pre-start checks and operate pedestrian power float or ride-on power float – achieve floated finish to concrete – cure concrete – use hand tools, power tools and equipment 7.4 Safely use and store hand tools, power floats and ancillary equipment 7.5 State the needs of other occupations and how to communicate within a team when applying surface finishes to concrete flooring 7.6 Describe how to maintain the tools and equipment used when applying surface finishes to concrete flooring			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 22: Preparing and Operating Ride-on Topping Spreaders to Distribute Materials in the Workplace

Unit reference number: J/601/1580

QCF level: 2

Credit value: 30

Guided learning hours: 100

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for preparing and operating topping spreaders to distribute materials in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 preparing and operating topping spreaders to distribute materials to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the use of ride-on topping spreaders to carry out material distribution operations	1.1 Interpret and extract information from drawings, specifications, schedules and 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: – drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to distributing materials			
2 Organise with others the sequence and operation in which material distribution operations using ride-on topping spreaders are to be carried out	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 distribution of materials using topping spreaders			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to comply with relevant legislation and official guidance to carry out material distribution operations with topping spreaders	3.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 3.3 State what the accident reporting procedures are and who is responsible for making reports			
4 Maintain safe working practices when preparing for and carrying out material distribution operations using ride-on topping spreaders	4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during the distribution of materials 4.2 Explain why and when personal protective equipment (PPE) should be used, relating to topping spreader 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 fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Request and select the required quantity and quality of resources to prepare for and carry out material distribution operations using ride-on topping spreaders	5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: – consumables, lubricants and fuels – attachments and material distribution aids – hand tools, ancillary equipment and/or accessories 5.2 Request and select resources associated with topping spreaders in relation to consumables, materials, attachments, tools, 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 quantity, weight, length and area associated with the method/procedures to carry out the distributing operations using ride-on topping spreaders			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when distributing materials using ride-on topping spreaders	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 conditions 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			
7 Complete the work within the allocated time when preparing to and distributing materials using ride-on topping spreaders	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure ride-on topping spreaders 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to distribute materials using ride on topping spreaders to the required specification	8.1 Demonstrate the following work skills when preparing for and distributing materials using ride-on topping spreaders: – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, selecting, manoeuvring, positioning and distributing 8.2 Prepare, position, set up and operate ride-on topping spreaders to distribute a variety of appropriate topping materials in a variety of locations, to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: – identify the characteristics of topping spreaders used for material distributing work – carry out performance checks – prepare, set up and adjust for operational requirements – complete functional checks – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area – identify the area for material distribution – check to avoid damage to structures and utilities service apparatus – distribute materials safely and securely – shut down and secure ride-on topping spreaders – use hand tools, ancillary equipment and accessories 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 material distribution operations 8.6 Describe how to maintain the plant, tools and equipment used to distribute materials			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 23: Preparing and Operating Ride-on Laser Screeders to Level Concrete in the Workplace

Unit reference number: M/601/1640

QCF level: 2

Credit value: 40

Guided learning hours: 130

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for preparing and operating laser screeders to level concrete in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 preparing and operating laser screeders to level concrete to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the use of ride-on laser screeders to carry out concrete levelling operations	1.1 Interpret and extract information from drawings, specifications, schedules and 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: – drawings, specifications, schedules, manufacturers' information, method statements, and regulations and guidance applicable to concrete levelling operations			
2 Organise with others the sequence and operation in which concrete levelling operations using ride-on laser screeders are to be carried out	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 concrete levelling operations using laser screeders			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to comply with relevant legislation and official guidance to carry out concrete levelling operations with laser screeders	3.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		3.3	State what the accident reporting procedures are and who is responsible for making reports			
4	Maintain safe working practices when preparing for and carrying out concrete levelling operations using ride-on laser screeders	4.1	Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during concrete levelling operations			
		4.2	Explain why and when personal protective equipment (PPE) should be used, relating to laser screeding 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 fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Request and select the required quantity and quality of resources to prepare for and carry out concrete levelling operations using ride-on laser screeders	5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: – consumables, lubricants and fuels – attachments and concrete levelling aids – hand tools, ancillary equipment and/or accessories 5.2 Request and select resources associated with laser screeders in relation to consumables, materials, attachments, tools, 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 quantity, weight, length and area associated with the method/procedures to carry out concrete levelling operations using ride-on laser screeders			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when levelling concrete using ride-on laser screeders	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 conditions 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			
7 Complete the work within the allocated time when preparing to and levelling concrete using ride-on laser screeders	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure ride-on laser screeders 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to level concrete using ride-on laser screeders to the required specification	8.1 Demonstrate the following work skills when preparing for and levelling concrete using ride-on laser screeders: – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, selecting, manoeuvring, positioning and levelling 8.2 Prepare, position, set up and operate ride-on laser screeders to level concrete in a variety of 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: – identify the characteristics of laser screeders used for concrete levelling work – carry out performance checks – prepare, set up and adjust for operational requirements – complete functional checks – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area – identify the area for concrete levelling – check to avoid damage to structures and utilities service apparatus – level concrete safely and securely – shut down and secure ride-on laser screeders – use hand tools, ancillary equipment and accessories			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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 concrete levelling operations 8.6 Describe how to maintain the plant, tools and equipment used to level concrete			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 24: Preparing and/or Profiling Substrates in the Workplace

Unit reference number: L/600/7014

QCF level: 2

Credit value: 15

Guided learning hours: 50

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for preparing and/or profiling substrates in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 preparing and profiling substrates to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- Basic preparation
- Specialist preparation.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when preparing and profiling substrates	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 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: – drawings, specifications, schedules, manufacturers' information and regulations			
2 Know how to comply with relevant legislation and official guidance when preparing and profiling substrates	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when preparing and profiling substrates	3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when preparing and profiling substrates 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to the preparing and profiling of substrates, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to prepare and profile substrates	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – screens, barriers – fuels, oils, blades, shot, grit – detergents and degreasers – primers/bonding agents, repair compounds, reinforcement and DPM – isolation points/box-outs, joints – dust extractors – grinders, shotblasting equipment, planers, multi-strippers and attachments – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and 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 quantity, length and area associated with the method/procedure to prepare and profile substrates			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when preparing and profiling substrates	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 general workplace activities, other occupations and 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			
6 Complete the work within the allocated time when preparing and profiling substrates	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to prepare and profile substrate to the required specification	7.1 Basic preparation activities: Prepare substrates to contractor's working instructions and demonstrate the following work skills as applicable to the activity: – measuring, marking out, locating, cleaning, breaking out, chasing, mixing, applying and supporting and/or Specialist preparation activities: – profile substrates to contractor's working instructions by grinding and shot blasting, and either planing or multi-planing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.2 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: Basic preparation activities: – erect screens and barriers – assess condition of substrate – locate and protect services – prepare defective surfaces prior to repair – mix repair compounds – repair substrate – form joints – protect and cure surfaces – use hand tools, power tools and dust-extraction equipment Specialist preparation activities: – erect screens and barriers – assess condition of substrate – locate and protect services – profile surfaces by grinding, planing, blasting and stripping – record and report work details – use hand tools, power tools and dust extraction equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.3 Safely use and store hand tools, portable power tools and ancillary equipment 7.4 State the needs of other occupations and how to communicate within a team when preparing and profiling substrates 7.5 Describe how to maintain the tools and equipment used to prepare and profile substrates			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 25: Preparing and Operating Specialised Powered Tools and Equipment in the Workplace

Unit reference number: D/600/8099

QCF level: 2

Credit value: 4

Guided learning hours: 13

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for preparing and operating specialised powered tools and equipment in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- 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.

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

- Generators
- Pumps
- Pedestrian operated plant or machinery
- Mixers
- Compressors
- Self-powered tools.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the preparation and use of powered tools and/or equipment	1.1 Interpret and extract information from drawings, specifications, risk assessments, method statements, legislation, codes of practice, operating instructions and 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: – drawings, specifications, risk assessments, method statements, legislation, codes of practice, manufacturers' information and instructions applicable to powered tool operations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance to prepare and use powered tools and/or equipment	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			
3 Maintain safe working practices when preparing for and using powered tools and/or equipment	3.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements when using powered tools and/or equipment 3.2 Explain why and when personal protective equipment (PPE) should be used, when using powered tools and/or equipment, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Request and select the required quantity and quality of resources to prepare for sustain powered tools and/or equipment	4.1 Request and select resources associated with the type of work in relation to fuel, power source, lubricants and consumables 4.2 Outline the organisational procedures for requisitioning consumables and other resources and why they have been developed and how they are used 4.3 Outline potential hazards associated with the resources and method of work and how they are overcome			
5 Minimise the risk of damage to the work and surrounding area when using powered tools and/or equipment	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 general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out safely in relation to the work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Carry out pre-use preparation inspections on powered tools and/or equipment in accordance with given procedures	6.1 Demonstrate the following work skills when preparing for and using powered tools and/or equipment for the work: – measuring, aligning, assembling, fitting, levelling, positioning, checking, securing, connecting and adjusting 6.2 Prepare power unit tool(s) and/or ancillary equipment in the workplace to given working instructions 6.3 Use and maintain power units, tools and ancillary equipment applicable to the work 6.4 Describe the method of work for pre-use checks needed and the preparation required before using and operating powered tools and/or equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Operate powered tools and/or equipment in accordance with safe working practices to achieve the working outcome	7.1 Demonstrate the following work skills when using powered tools and/or equipment: – measuring, aligning, assembling, fitting, levelling, positioning, checking, securing, connecting and adjusting 7.2 Operate and monitor power unit tool(s) and associated equipment in the workplace to given working instructions relating to continual running, closing down and cleaning 7.3 Return powered tools and/or equipment to a safe operational condition on completion of work 7.4 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: – prepare, position and set up for work – secure accessories and tool attachments – carry out pre-use checks to manufacturer's and supplier's information/procedures – operate, use and control – monitor and maintain – close down and secure – disassemble – transport and/or secure 7.5 State the needs of other occupations and how to communicate within a team when preparing for and using powered tools and/or equipment 7.6 Disassemble power units, tools and ancillary equipment following completion of work			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 26: Applying Coatings as Structure Protection in the Workplace

Unit reference number: K/600/6825

QCF level: 2

Credit value: 13

Guided learning hours: 43

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for applying coatings as structure protection in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 applying coatings as structure protection to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when applying coatings as structure protection	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 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: – drawings, specifications, schedules, manufacturers' information and regulations governing buildings			
2 Know how to comply with relevant legislation and official guidance when applying coatings as structure protection	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when applying coatings as structure protection	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when applying coatings as structure protection 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to applying coatings as structure protection, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to apply coatings as structure protection	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – thinners, primers and coatings – hand and/or powered tools, testing equipment and ancillary equipment 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and 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 quantity, length and area associated with the method/procedure to apply coatings as structure protection			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when applying coatings as structure protection	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 general workplace activities, other occupations and 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			
6 Complete the work within the allocated time when applying coatings as structure protection	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to apply coatings as structure protection to the required specification	7.1 Demonstrate the following work skills when applying coatings as structure protection: – measuring, marking out, locating, preparing, mixing, applying, testing, curing and disposing 7.2 Prepare substrates and apply coatings to contractor's working instructions to: – clean and prepare surface to be coated – mix and apply coatings – cure and test applied coatings – dispose of hazardous waste 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – locate/mark out the area to be coated – select the materials to be applied – prepare the substrate – mix and apply coatings – test applied thickness – cure if necessary – clean equipment – use hand tools, power tools and equipment – work at height – use access equipment 7.4 Safely use and store hand tools, portable power tools and ancillary equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when applying coatings as structure protection 7.6 Describe how to maintain the tools and equipment used when applying coatings as structure protection			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 27: Applying Specialist Finishes to Concrete in the Workplace

Unit reference number: R/600/6835

QCF level: 2

Credit value: 20

Guided learning hours: 67

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for applying specialist finishes to concrete in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 applying specialist finishes to concrete to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- Stained
- Acid etched
- Decorative overlay.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when applying specialist finishes to concrete	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 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: – drawings, specifications, schedules, manufacturers' information, method statements and regulations governing buildings			
2 Know how to comply with relevant legislation and official guidance when applying specialist finishes to concrete	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when applying specialist finishes to concrete	3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when applying specialist finishes to concrete 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to applying specialist finishes to concrete, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to apply specialist finishes to concrete	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – cleaning agents, repair compounds, sealing agents, resins (polymers, colours, acids, stains), abrasives and templates – overlays – working platforms – hand and/or powered tools and ancillary equipment 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment 4.3 Select resources associated with own work in relation to materials, components, fixings, tools and equipment 4.4 Outline potential hazards associated with the resources and method of work 4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to apply specialist finishes to concrete			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when applying specialist finishes to concrete	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 general workplace activities, other occupations and 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			
6 Complete the work within the allocated time when applying specialist finishes to concrete	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to apply specialist finishes to concrete to the required specification	7.1 Demonstrate the following work skills when applying specialist finishes to concrete: – measuring, marking out, cleaning, protecting, applying, finishing, sealing and curing 7.2 Prepare existing concrete surfaces and apply one of the following specialist finishes to contractor's working instructions, relating to: – stained – acid etched – decorative overlay 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – provide working platforms – clean and repair substrate – prepare and apply stained, acid etched, shotblasted, polished or decorative overlay finish – seal finishes – cure and protect finished surface – use hand tools, power tools and equipment 7.4 Safely use and store hand tools, portable power tools and ancillary equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when applying specialist finishes to concrete 7.6 Describe how to maintain the tools and equipment used when applying specialist finishes to concrete			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 28: Carrying Out Concrete Bursting Operations in the Workplace

Unit reference number: M/600/6924

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for carrying out concrete bursting operations in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 carrying out concrete bursting operations to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when carrying out concrete bursting operations	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 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: – drawings, specifications, schedules, manufacturers' information, method statements and regulations			
2 Know how to comply with relevant legislation and official guidance when carrying out concrete bursting operations	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when carrying out concrete bursting operations	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when carrying out concrete bursting operations 3.2 Ensure there is adequate lighting and ventilation to carry out the work 3.3 Explain why and when personal protective equipment (PPE) should be used, relating to carrying out concrete bursting operations, and the types, purpose and limitations of each type 3.4 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to carry out concrete bursting operations	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – consumables – diamond drilling rig – drills, hydraulic bursting equipment, bits, bolt croppers, connectors, power units, fixings and accessories – hand and/or powered tools 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and 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 quantity, length and area associated with the method/procedure to carry out concrete bursting operations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when carrying out concrete bursting operations	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 general workplace activities, other occupations and 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			
6 Complete the work within the allocated time when carrying out concrete bursting operations	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to carry out concrete bursting operations to the required specification	7.1 Demonstrate the following work skills when carrying out concrete bursting operations: – measuring, marking out, setting up, connecting, drilling and bursting 7.2 Carry out bursting in reinforced concrete using drilling and hydraulic bursting equipment on vertical and/or horizontal surfaces, to contractor's working instructions 7.3 Remove arisings resulting from concrete bursting operations 7.4 Record work details on completion of concrete bursting operations 7.5 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set up, carry out pre-start checks and operate diamond drilling rigs and hydraulic bursting equipment – secure work with isolation cuts – drill concrete – carry out bursting, including star bursting – cut reinforcement – remove arisings – maintain records – use hand tools, power tools and equipment – work at height – use access equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.6 Safely use and store hand tools, portable power tools and drilling and hydraulic bursting equipment 7.7 State the needs of other occupations and how to communicate within a team when carrying out concrete bursting operations 7.8 Describe how to maintain the tools and equipment used when carrying out concrete bursting operations			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 29: Carrying Out Concrete Crushing Operations in the Workplace

Unit reference number: F/600/6930

QCF level: 2

Credit value: 14

Guided learning hours: 47

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for carrying out concrete crushing operations in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 carrying out concrete crushing operations to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- Portable hand crusher
- Robotic crusher.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when carrying out concrete crushing operations	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 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: – drawings, specifications, schedules, manufacturers' information, method statements and regulations			
2 Know how to comply with relevant legislation and official guidance when carrying out concrete crushing operations	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when carrying out concrete crushing operations	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when carrying out concrete crushing operations 3.2 Ensure there is adequate lighting and ventilation to carry out the work 3.3 Explain why and when personal protective equipment (PPE) should be used, relating to carrying out concrete crushing operations, and the types, purpose and limitations of each type 3.4 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to carry out concrete crushing operations	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – jaws, breakers, bolt croppers, robotic crushers, power source, control panels and fittings – hand and/or powered tools 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and 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 quantity, length and area associated with the method/procedure to carry out concrete crushing operations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when carrying out concrete crushing operations	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 general workplace activities, other occupations and 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			
6 Complete the work within the allocated time when carrying out concrete crushing operations	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to carry out concrete crushing operations to the required specification	7.1 Demonstrate the following work skills when carrying out concrete crushing operations: – measuring, checking, identifying, setting up, fitting, cutting, crushing, disposing and recording 7.2 Carry out crushing of reinforced concrete structures using portable hand crushers (jaws and breakers) and/or robotic crushers to contractor's working instructions 7.3 Remove arisings resulting from concrete crushing operations 7.4 Record work details on completion of concrete crushing operations 7.5 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set up, carry out pre-start checks and operate crushing plant and equipment – crush concrete and cut reinforcement – dispose of arisings – maintain records – use hand tools, power tools and equipment – work at height – use access equipment 7.6 Safely use and store hand tools, portable power tools, portable hand crushers (jaws and breakers) and/or robotic crushers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.7 State the needs of other occupations and how to communicate within a team when carrying out concrete crushing operations 7.8 Describe how to maintain the tools and equipment used when carrying out concrete crushing operations			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 30: Carrying Out Wire Sawing of Concrete in the Workplace

Unit reference number: M/600/6941

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

The aim of this unit is to gain the skills, knowledge and understanding required for carrying out wire sawing of concrete in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 carrying out wire sawing of concrete to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when carrying out wire sawing of concrete	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 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: – drawings, specifications, schedules, manufacturers' information, method statements and regulations			
2 Know how to comply with relevant legislation and official guidance when carrying out wire sawing of concrete	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when carrying out wire sawing of concrete	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when carrying out wire sawing of concrete 3.2 Ensure there is adequate lighting and ventilation to carry out the work 3.3 Explain why and when personal protective equipment (PPE) should be used, relating to carrying out wire sawing of concrete, and the types, purpose and limitations of each type 3.4 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to carry out wire sawing of concrete	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – drills, wire saws, bits, saw blades, power unit, connectors, fittings and accessories – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and 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 quantity, length and area associated with the method/procedure to carry out wire sawing of concrete			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when carrying out wire sawing of concrete	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 general workplace activities, other occupations and 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			
6 Complete the work within the allocated time when carrying out wire sawing of concrete	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to carry out wire sawing of concrete to the required specification	7.1 Demonstrate the following work skills when carrying out wire sawing of concrete: – measuring, marking out, checking, identifying, setting up, connecting, drilling, sawing, disposing and recording 7.2 Carry out wire sawing of concrete/masonry structures using wire saw and drilling equipment to contractor's working instructions 7.3 Remove arisings resulting from wire sawing 7.4 Record work details on completion of wire sawing 7.5 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set up, carry out pre-start checks, isolate work area and use drilling equipment, wire saw – isolate work – drill starter holes – cut in sequence using wire saw – remove arisings – maintain records – work at height – use access equipment 7.6 Safely use and store hand tools, portable power tools, wire saws and drilling equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.7 State the needs of other occupations and how to communicate within a team when carrying out wire sawing of concrete 7.8 Describe how to maintain the tools and equipment used when carrying out wire sawing of concrete			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 31: Erecting and Dismantling Access/Working Platforms in the Workplace

Unit reference number: D/600/8281

QCF level: 2

Credit value: 8

Guided learning hours: 27

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting and dismantling access/working platforms in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) 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 erecting and dismantling access/working platforms to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsements:

- Own occupational area of work.

Plus two or more of the following:

- Ladders/crawler boards
- Step ladders/platform steps
- Proprietary towers
- Trestle platforms
- Mobile scaffold towers
- Proprietary staging/podiums.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when erecting and dismantling access/working platforms	1.1 Interpret and extract information from specifications, method statements, risk assessments and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 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: – specifications, current legislation, method statements, risk assessments and manufacturers' information			
2 Know how to comply with relevant legislation and official guidance when erecting and dismantling access/working platforms	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, in confined areas, with tools and equipment, with movement/ storage of materials and by manual handling 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when erecting and dismantling access/working platforms	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling access/working platforms 3.2 Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling access/working platforms, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – ladders/crawler boards – stepladders/platform steps – trestles – proprietary staging/podiums – proprietary towers – mobile scaffold towers – protection equipment and notices – tools and ancillary equipment 4.2 Select resources associated with own work in relation to materials, components, tools and 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 quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms	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 general workplace activities, other occupations and 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			
6 Complete the work within the allocated time when erecting and dismantling access/working platforms	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: – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to erect and dismantle access/working platforms to the required specification	7.1 Demonstrate the following work skills when erecting and dismantling access/working platforms – moving, positioning/erecting, securing, checking, dismantling and removing 7.2 Erect, dismantle and store 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – provide protection to the work area – establish a base for equipment – erect proprietary access equipment to manufacturer's instructions suitable for the work – erect non-proprietary access equipment suitable for the work – place protective screens and notices – check/monitor equipment during the period of use – dismantle and store access equipment use tools and equipment – work at height 7.4 Safely use and store materials, hand tools and ancillary equipment 7.5 State the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms 7.6 Describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Further information

For information on our qualifications, please contact our Customer Services team on the following number:

Customer Services: 0844 463 2535

Calls may be recorded for quality training purposes. Our telephone lines are open between 8 a.m. and 5.30 p.m., Monday to Friday.

Useful publications

Related information and publications include:

- *Edexcel NVQs, SVQs and Competence-based Qualifications Delivery Requirements and Quality Assurance Guidance* published annually
- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on our website, www.edexcel.com.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

To obtain the National Occupational Standards for the qualifications in this specification, please visit: www.ukstandards.co.uk

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via our Customer Services team to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel qualification framework for the construction and the built environment sector

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification / professional	NVQ / competence
8				
7				
6				There are too many qualifications to fit in this space. Please refer to www.edexcel.com
5		Pearson BTEC Level 5 HND Diploma in Construction and the Built Environment (QCF)		There are too many qualifications to fit in this space. Please refer to www.edexcel.com
4		Pearson BTEC Level 4 HNC Diploma in Construction and the Built Environment (QCF)		There are too many qualifications to fit in this space. Please refer to www.edexcel.com

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification / professional	NVQ / competence
3		Pearson BTEC Level 3 Certificate , Subsidiary Diploma, Extended Diploma in Construction and the Built Environment (QCF)	Pearson BTEC Level 3 Award in Construction and the Built Environment (Specialist: Construction) (QCF)	There are too many qualifications to fit in this space. Please refer to www.edexcel.com
2		Pearson BTEC Level 2 Certificate, Extended Certificate in Construction (QCF)	Edexcel BTEC Level 2 Award, Certificate and Extended Certificate in Construction and the Built Environment (Specialist: Construction) (QCF)	Please refer to www.edexcel.com
1				
Entry				

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised and approved centre and must have approval for the individual qualifications that it is offering.
- The centre agrees, as part of gaining recognition and centre approval, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to centres a range of materials and opportunities to exemplify the processes required for effective assessment and to provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel accredited qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised and approved centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and uses appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucracy on centres, and works to support them in providing robust internal quality-assurance processes.

The learning outcomes and assessment criteria in each unit set out the standard to be achieved by each learner in order to gain each unit and, through satisfying the rules of combination, the whole qualification. Edexcel operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

Edexcel quality-assurance processes will involve:

- gaining centre recognition and approval — if a centre is not currently approved to offer Edexcel qualifications — and qualification approval through satisfying the Edexcel approved centre criteria
- visits to centres, conducted by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessment processes, and assessor decisions for the occupational

- sector. The minimum frequency of Standards Verifiers' visits to centres is usually two per year (a total of two days per year). The exact frequency and duration of Standards Verifier visits must reflect a centre's performance, taking account of the number:
  - of assessment sites
  - and throughput of candidates
  - and turnover of assessors
  - and turnover of internal verifiers.
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

Annexe C: Registration and certification

Registration

Details of the process for registration of learners for the qualification in this specification are provided in the *Edexcel Information Manual*, published annually.

Centres must register learners promptly on their chosen qualification and by the registration deadlines given in the *Edexcel Information Manual*.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence. For details, please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications,* available on our website: www.edexcel.com.

Certification

Details of the process for reporting learners' success to Edexcel and for claiming certification are given in the *Edexcel Information Manual*, published annually.

Certificates are issued weekly according to the schedule of dates published in the *Edexcel Information Manual*.

Results should be reported only if the centre has clearance to certificate through reports from Standards Verifiers. Subject to this, results must be reported immediately following programme completion so that certificates can be issued as soon as possible.

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claim Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs, SVQs and competence qualifications through ensuring that the awarding of these qualifications is secure. Where there

are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

Edexcel's approach in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

Annexe D: Assessment requirements/strategy

The ConstructionSkills Assessment Strategy will be available on the Edexcel website, alongside the full specification on the Construction NVQ/Competence page.

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For more information on Edexcel and BTEC qualifications please visit our website: www.edexcel.com

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