

**Pearson
Edexcel Level 2 NVQ Diploma
in Construction Operations
and Civil Engineering
Services – Roadbuilding
(Construction) (QCF)**

Specification

NVQ/Competence-based qualification

First registration January 2014

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Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualifications that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- the combination of units that a learner must have completed before the qualification will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Framework in which the qualification is included, where appropriate.

1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs) or Competence-based qualifications reflect the skills and knowledge needed to do a job effectively. They are work-based qualifications that give learners the opportunity to demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, allowing flexibility in their delivery to meet the individual learner's needs. The qualifications are based on the National Occupational Standards (NOS) for the sector, which define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

Most NVQ/Competence-based qualifications form the competence component of Apprenticeship Frameworks. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

There are three sizes of NVQ/Competence-based qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has met the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Roadbuilding (Construction) (QCF)
QCF Qualification Number (QN)	601/2260/2
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	05/12/2013
Operational start date	01/01/2014
Approved age ranges	16-18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	64
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	213 – 290
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment Policy (see <i>Section 9, Access and Recruitment</i>)
Funding	For details on funding availability, please check the Learning Aims Reference Service (LARS), which replaces the Learning Aim Reference Application (LARA).

QCF qualification number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in the *Edexcel Information Manual*, available on our website: www.edexcel.com

Qualification objectives

The Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Roadbuilding (Construction) (QCF) is for learners who work in, or want to work in the construction and built environment sector, primarily road building.

It gives learners the opportunity to:

- demonstrate competence as a construction operative, a highways maintenance/road worker or a surface dressing and marking operative
- develop knowledge and skills related to the specified job roles in road building
- have existing skills recognised
- achieve a nationally-recognised Level 2 qualification

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson Edexcel Level 2 NVQ Diploma in Roadbuilding (Construction) (QCF), which has expired.

Apprenticeships

ConstructionSkills include the Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Roadbuilding (Construction) (QCF) as the competence component for the Intermediate Apprenticeship in Construction Civil Engineering.

Progression opportunities

Learners who have achieved the Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Roadbuilding (Construction) (QCF) can progress across the level and size of the construction and built environment competence and knowledge qualifications and into other occupational areas such as team leading and management.

Industry support and recognition

This qualification is supported by ConstructionSkills, the Sector Skills Council for the construction industry in England, Scotland and Wales.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Construction Operations and Civil Engineering Services – Roadbuilding, which were set and designed by ConstructionSkills, the Sector Skills Council for the sector.

3 Qualification structure

Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Roadbuilding (Construction) (QCF)

The Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Roadbuilding (Construction) (QCF) consists of 14 pathways. Centres should be aware that it is essential that each learner is assessed against the specified job activity within **each unit** of the chosen pathway, as outlined in the table below, in order to achieve the qualification. The structure for each pathway is outlined on page 11.

		Credits
Pathway 1	<p>Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Roadbuilding (Bituminous Paving – machine)</p> <p>To achieve this pathway learners must be assessed in the unit carrying out the following job activity:</p> <ul style="list-style-type: none">• Bituminous paving• either as a Paver driver or as any one of the following:• Screwman (screed operator)• Roller driver• Chipping machine driver• Loader-compressor driver• Sweeper operator• Tanker/sprayer operator• Geo-synthetic (membrane, mesh) installer driver/operator• Velocity patcher• Thermal repairer	64

		Credits
Pathway 2	<p>Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Roadbuilding (Concrete Paving – machine)</p> <p>To achieve this pathway learners must be assessed in the unit carrying out the following job activity:</p> <ul style="list-style-type: none"> • Concrete paving • plus • Concrete paver operator • plus one of the following: <ul style="list-style-type: none"> • Placer/Spreader • Slip form paver • Texturing/Curing machine operator 	64
Pathway 3	<p>Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Roadbuilding (Slurry/Microsurfacing – machine)</p> <p>To achieve this pathway learners must be assessed in the unit carrying out the following job activity:</p> <ul style="list-style-type: none"> • Slurry/Microsurfacing • plus any one of the following <ul style="list-style-type: none"> • Applicator operator • Tanker operator • Tipper grab operator • Sweeper operator • Roller operator 	64
Pathway 4	<p>Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Roadbuilding (Slurry/Microsurfacing – manual)</p> <p>To achieve this pathway learners must be assessed in the unit carrying out the following job activity:</p> <ul style="list-style-type: none"> • Slurry/Microsurfacing (manual) or any other types of manual surface dressing work as stipulated by the work instructions 	70

		Credits
Pathway 5	<p>Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Roadbuilding (Surface Dressing – machine)</p> <p>To achieve this pathway learners must be assessed in the unit carrying out the following job activity:</p> <ul style="list-style-type: none"> • Surface dressing • as operator of one of the following • Tanker • Chipper • Spray bar • Tanker and chipper combined • Roller • Loader • Linked tipper • Sweeper 	64
Pathway 6	<p>Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Roadbuilding (High Friction Surfacing – machine)</p> <p>To achieve this pathway learners must be assessed in the unit carrying out the following job activity:</p> <ul style="list-style-type: none"> • High friction surfacing • plus one or more of the following • Tanker operator • Spray bar operator • Chipper operator • Sweeper operator 	64
Pathway 7	<p>Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Roadbuilding (High Friction Surfacing – manual)</p> <p>To achieve this pathway learners must be assessed in the unit carrying out one of the following job activities:</p> <ul style="list-style-type: none"> • High friction surfacing (hot applied) • High friction surfacing (cold applied) <p>or any other types of manual surface dressing work as stipulated by the work instructions</p>	70

		Credits
Pathway 8	<p>Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Roadbuilding (Planing – machine)</p> <p>To achieve this pathway learners must be assessed in the unit carrying out the following job activity:</p> <ul style="list-style-type: none"> • Planing • plus one of the following • Up to 500 mm without elevator operator • 500 mm – 1 m with elevator operator • Over 1 m with elevator operator 	64
Pathway 9	<p>Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Roadbuilding (Road Recycling – machine)</p> <p>To achieve this pathway learners must be assessed in the unit carrying out the following job activity:</p> <ul style="list-style-type: none"> • Road recycling operator 	64
Pathway 10	<p>Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Roadbuilding (Soil Stabilisation – machine)</p> <p>To achieve this pathway learners must be assessed in the unit carrying out the following job activity:</p> <ul style="list-style-type: none"> • Soil stabilisation operator 	64
Pathway 11	<p>Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Roadbuilding (Surface Retexturing – machine)</p> <p>To achieve this pathway learners must be assessed in the unit carrying out the following job activity:</p> <ul style="list-style-type: none"> • Surface retexturing • plus one of the following • Mechanical retexturing operator • Mechanical repair operator • Flail operator • High pressure jetter operator • Grinder operator • Sweeper operator 	64

		Credits
Pathway 12	<p>Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Roadbuilding (Pavement Marking – machine)</p> <p>To achieve this pathway learners must be assessed in the unit carrying out the following job activity:</p> <ul style="list-style-type: none"> • Pavement marking • plus • Steersman/white liner vehicle operator 	64
Pathway 13	<p>Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Roadbuilding (Pavement Marking – manual operations)</p> <p>To achieve this pathway learners must be assessed in the unit carrying out the following job activity:</p> <ul style="list-style-type: none"> • Permanent markings <p>or</p> <ul style="list-style-type: none"> • Temporary markings 	85
Pathway 14	<p>Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Roadbuilding (Pavement Marking – road studs)</p> <p>To achieve this pathway learners must be assessed in the unit installing and removing one of the following types of studs:</p> <ul style="list-style-type: none"> • Inset milled studs <p>or</p> <ul style="list-style-type: none"> • Inset drilled studs <p>or</p> <ul style="list-style-type: none"> • Fixed surface mounted studs 	65

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	64
Minimum number of credits that must be achieved at level 2 or above	62
Number of mandatory credits that must be achieved from Group A	5
Number of optional credits that must be achieved from Group B	10
Minimum number of credits that must be achieved from one of the pathways in Group PG	49
Learners may complete additional credits from Group Z, however these will not count towards the minimum credit value for the qualification	n/a

Unit	Unit reference number	A – Mandatory units for all pathways (credit value: 5)	Level	Credit	Guided learning hours
1	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	1	2	7
2	J/503/1169	Conforming to Productive Working Practices in the Workplace	2	3	10
Unit	Unit reference number	B – Optional units for all pathways (credit value: 10, one unit)	Level	Credit	Guided learning hours
3	T/503/9560	Establishing Work Area Protection and Safety in the Workplace	2	10	33
4	K/503/9622	Segregating the Area for Highways Works in the Workplace	2	12	40
Pathways					
Unit	Unit reference number	P01 – Mandatory unit for Pathway 1 (credit value: 49)	Level	Credit	Guided learning hours
5	A/503/9396	Preparing, Operating and Controlling Operations of Road Plant or Machinery in the Workplace	2	49	163
Unit	Unit reference number	P02 – Mandatory unit for Pathway 2 (credit value: 49)	Level	Credit	Guided learning hours
5	A/503/9396	Preparing, Operating and Controlling Operations of Road Plant or Machinery in the Workplace	2	49	163

Unit	Unit reference number	P03 – Mandatory unit for Pathway 3 (credit value: 49)	Level	Credit	Guided learning hours
5	A/503/9396	Preparing, Operating and Controlling Operations of Road Plant or Machinery in the Workplace	2	49	163
Unit	Unit reference number	P04 – Mandatory unit for Pathway 4 (credit value: 55)	Level	Credit	Guided learning hours
6	H/504/6567	Manually Applying Specialist Road Surfacing in the Workplace	2	55	183
Unit	Unit reference number	P05 – Mandatory unit for Pathway 5 (credit value: 49)	Level	Credit	Guided learning hours
5	A/503/9396	Preparing, Operating and Controlling Operations of Road Plant or Machinery in the Workplace	2	49	163
Unit	Unit reference number	P06 – Mandatory unit for Pathway 6 (credit value: 49)	Level	Credit	Guided learning hours
5	A/503/9396	Preparing, Operating and Controlling Operations of Road Plant or Machinery in the Workplace	2	49	163
Unit	Unit reference number	P07 – Mandatory unit for Pathway 7 (credit value: 55)	Level	Credit	Guided learning hours
6	H/504/6567	Manually Applying Specialist Road Surfacing in the Workplace	2	55	183
Unit	Unit reference number	P08 – Mandatory unit for Pathway 8 (credit value: 49)	Level	Credit	Guided learning hours
5	A/503/9396	Preparing, Operating and Controlling Operations of Road Plant or Machinery in the Workplace	2	49	163
Unit	Unit reference number	P09 – Mandatory unit for Pathway 9 (credit value: 49)	Level	Credit	Guided learning hours
5	A/503/9396	Preparing, Operating and Controlling Operations of Road Plant or Machinery in the Workplace	2	49	163

Unit	Unit reference number	P10 – Mandatory unit for Pathway 10 (credit value: 49)	Level	Credit	Guided learning hours
5	A/503/9396	Preparing, Operating and Controlling Operations of Road Plant or Machinery in the Workplace	2	49	163
Unit	Unit reference number	P11 – Mandatory unit for Pathway 11 (credit value: 49)	Level	Credit	Guided learning hours
5	A/503/9396	Preparing, Operating and Controlling Operations of Road Plant or Machinery in the Workplace	2	49	163
Unit	Unit reference number	P12 – Mandatory unit for Pathway 12 (credit value: 49)	Level	Credit	Guided learning hours
5	A/503/9396	Preparing, Operating and Controlling Operations of Road Plant or Machinery in the Workplace	2	49	163
Unit	Unit reference number	P13 – Mandatory unit for Pathway 13 (credit value: 70)	Level	Credit	Guided learning hours
7	M/503/9394	Applying and Removing Pavement Markings Manually in the Workplace	2	70	233
Unit	Unit reference number	P14 – Mandatory unit for Pathway 14 (credit value: 50)	Level	Credit	Guided learning hours
8	T/503/9395	Installing and Removing Permanent Road Studs in the Workplace	2	50	167
Unit	Unit reference number	Z – Additional units for all pathways (credit value: n/a)	Level	Credit	Guided learning hours
9	A/600/8157	Reinstating Ground Condition in the Workplace	2	12	40
10	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	2	8	27
11	M/503/9623	Installing Street Ironwork in the Workplace	2	9	30
12	K/503/9636	Providing Temporary Excavation Support in the Workplace	2	15	50
13	H/503/9442	Reinstating Excavation and Highway Surfaces in the Workplace	2	12	40

Unit	Unit reference number	Z – Additional units for all pathways (credit value: n/a)	Level	Credit	Guided learning hours
14	A/600/7977	Preparing and Operating Forward Tipping Dumpers to Receive, Transport and Discharge Materials in the Workplace	2	16	53
15	K/600/8073	Preparing and Operating Ride-on Rollers to Compact Materials in the Workplace	2	16	53
16	K/600/8087	Preparing to and Directing and Guiding Plant and Plant Operations in the Workplace	2	7	23
17	T/600/8089	Preparing to and Directing and Guiding Basic Loads in the Workplace	2	12	40
18	M/600/8091	Preparing for, and Arranging and Securing Plant for Haulage in the Workplace	2	16	53
19	A/600/8093	Preparing for, and Arranging and Securing Basic Loads for Movement in the Workplace	2	16	53
20	D/600/8099	Preparing and Operating Specialised Powered Tools and Equipment in the Workplace	2	4	13
21	R/600/8102	Slinging and Signalling the Movement of Loads (Secondary Role) in the Workplace	2	8	27
22	F/503/1171	Moving, Handling and Storing Resources in the Workplace	2	5	17

4 Assessment

This qualification is assessed through an externally verified Portfolio of Evidence that consists of evidence gathered during the course of the learner's work.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

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

The learner must have an assessment record that identifies the assessment criteria that have been met, and it should be cross-referenced 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 can be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria of the unit and learning outcomes 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.

Learners can 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 programme, whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy.
- 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, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.
- Further guidance is available in the policy document *Recognition of Prior Learning Policy and Process*, available on the Edexcel website.
- a **combination** of these.

Assessment strategy

The assessment strategy for this qualification has been included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualification to ensure that they remain valid and reliable. They have been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria as well as the requirements of the ConstructionSkills assessment strategy. As stated in the assessment requirements/strategy, the evidence for this qualification can take a variety of forms as indicated below:

- 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 (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations for cross-referencing purposes in their portfolios.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Any specific evidence requirements for individual units are stated in the unit introduction for the units in *Section 11*.

There is further guidance about assessment on our website. Please see *Section 12* for details.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement.

5 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support both the delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where permitted, RWE must offer 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 human and physical resource requirements outlined in the assessment strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector.
- There must be systems in place to ensure the continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 9 Access and recruitment* and *Section 10 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

6 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson Edexcel accredited vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson Edexcel vocational qualifications is available at www.pearsonwbl.edexcel.com/qualifications-approval.

Approvals agreement

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

7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model is as described below.

Centres offering Pearson Edexcel NVQs/Competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits must reflect the centre's performance, taking account of the number:

- of assessment sites
- and throughput of learners
- and turnover of assessors
- and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a Pearson BTEC Apprenticeship framework) a single standards verifier will be allocated to verify all elements of the Pearson BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full Pearson BTEC Apprenticeship, the same standards verifier will be allocated.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment, verification and for the specific occupational sector are being consistently met.

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.

For further details, please go to the UK NVQ Quality Assurance Centre Handbook and the *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at www.pearsonwbl.edexcel.com/NVQ-competence-based.

8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example, full-time, part-time, evening only, distance learning,) that meets learners' needs. However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Those planning the programme should aim to address the occupational nature of the qualification by:

- engaging with learners, initially, through planned induction, and subsequently through the involvement of learners in planning for assessment opportunities
- using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification
- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units, as appropriate, thereby reducing the assessment burden on learners and assessors
- taking advantage of suitable digital methods to capture evidence.

9 Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to them during the delivery and assessment of the qualification. The review must take account of the information and guidance in *Section 10 Access to qualifications for learners with disabilities or specific needs*.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification can be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information regarding Access Arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

These documents are available on our website, at www.edexcel.com/Policies

11 Unit format

Each unit has the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition includes workplace guidance to support the development of practical job-related skills, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes the time spent by staff assessing learners' achievements, for example in the assessment of competence for NVQs/Competence qualifications.

Unit aim

This gives a summary of what the unit aims to do.

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

Unit 1: 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 aim

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.

Unit 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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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: <ul style="list-style-type: none"> • 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			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 2: **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 aim

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.

Unit 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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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		
	2.1	Interpret relevant information from organisational procedures in order to plan the sequence of work		
2 Follow organisational procedures 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 3: 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 aim

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.

Unit 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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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: <ul style="list-style-type: none"> 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
<p>2 Know how to comply with relevant legislation and official guidance when establishing work area protection and safety</p>	2.1	<p>Describe their responsibilities regarding potential accidents and health hazards, whilst working:</p> <ul style="list-style-type: none"> 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	<p>Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p>				
	2.3	<p>Explain what the accident reporting procedures are and who is responsible for making reports</p>				

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	<p>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:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 4: Segregating the Area for Highways Works in the Workplace

Unit reference number: K/503/9622

QCF level: 2

Credit value: 12

Guided learning hours: 40

Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in segregating the area for highways works in the workplace within the relevant sector of industry.

Unit 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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when segregating the area for highways works	1.1	Interpret and extract relevant information from drawings, 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: <ul style="list-style-type: none"> drawings, specifications, risk assessments, method statements, schedules, manufacturers' information, statutory regulations, current legislation, official guidance and Codes of Practice governing traffic management relating to the highways works 				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when segregating the area for highways works</p>	2.1	<p>Describe their responsibilities regarding potential accidents and health hazards, whilst working:</p> <ul style="list-style-type: none"> 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	<p>Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p>				
	2.3	<p>Explain what the accident reporting procedures are and who is responsible for making reports</p>				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when segregating the area for highways works	3.1	Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when segregating the area for highways works				
	3.2	Comply with information relating to specific risks to health when segregating the area for highways works				
	3.3	<p>Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to segregating the area for highways works, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> • 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, traffic incidents 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 segregate the area for highways works	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: <ul style="list-style-type: none"> • signs, lights, guards and portable traffic lights • pedestrian and vehicular traffic control systems • tools and ancillary 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, area and wastage associated with the method/procedure to segregate the area for highways works				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when segregating the area for highways works	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 segregating the area for highways works	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: <ul style="list-style-type: none"> • 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 segregating the area for highways works to the required specification	7.1	Demonstrate the following work skills when segregating the area for highways works: <ul style="list-style-type: none"> • measuring, locating, setting out, positioning, assembling and removing 				
	7.2	Segregate the area for live highways works in compliance with recognised current legislation and official guidance and given working instructions, relating to the following: <ul style="list-style-type: none"> • access and egress to site • work activity and storage of resources • signs, lighting and guarding, portable traffic signals for traffic management control 				
	7.3	Remove signs, lighting and guarding, portable traffic signals in compliance with recognised current legislation and official guidance				
	7.4	Safely use materials, tools and ancillary equipment				
	7.5	Safely store the materials, tools and equipment used when segregating the area for highways works				
	7.6	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • plan for site safety, storage of materials and traffic management control around the highways works • set out signs, traffic lights, guarding for traffic management control • check and maintain operation of traffic control equipment • dismantle and remove signs, traffic lights, guarding • use hand tools, power tools and equipment 				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when segregating the area for highways works			
	7.8	Describe how to maintain the hand tools and/or portable power tools, ancillary equipment and traffic control equipment used when segregating the area for highways works			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 5: Preparing, Operating and Controlling Operations of Road Plant or Machinery in the Workplace

Unit reference number: A/503/9396

QCF level: 2

Credit value: 49

Guided learning hours: 163

Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing, operating and controlling road plant or machinery in the workplace within the relevant sector of industry.

Unit 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 (relating to **ONE** area from the following: 8.2, 8.3 or 8.4).

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when preparing, operating and controlling road plant or machinery	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, method statements 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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, organisational and manufacturers' information and regulations and official guidance governing operations of plant or machinery 				
2	Organise with others the sequence in which the preparing, operating and controlling road plant or machinery are to be carried out	2.1	Organise the work according to given information or instructions				
		2.2	Communicate with team members and other associated occupations about the plant or machinery operations and the work to be carried out				
		2.3	Describe how to communicate ideas between team members				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
3 Know how to comply with relevant legislation and official guidance when preparing, operating and controlling road plant or machinery	3.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> 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 				
	3.2	Describe the organisational security procedures for plant and/or machinery, tools, equipment and personal belongings in relation to site, workplace, company and operative				
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
4 Maintain safe and healthy working practices when preparing, operating and controlling road plant or machinery	4.1	Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when preparing, operating and controlling road plant or machinery				
	4.2	Comply with information relating to specific risks to health when preparing, operating and controlling road plant or machinery				
	4.3	<p>Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to preparing, operating and controlling road plant or machinery, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 				
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions				
	4.5	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
5 Request and select the required quantity and quality of resources when preparing, operating and controlling road plant or machinery	5.1	Request and select resources associated with own work in relation to tools, ancillary equipment and/or accessories				
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, in relation to: <ul style="list-style-type: none"> • consumables, lubricants, fuels • attachments • paving materials (bituminous; concrete; aggregates, resins, membranes, calcined bauxite, catalyst, doping agents, fibres, pigment, resins, primers) • recycling materials • pavement marking materials • equipment/accessories 				
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported				
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources				
	5.5	Describe any potential hazards associated with the resources and methods of work				
	5.6	Describe how to calculate weight, quantity, length and area associated with the method/procedure to prepare, operate and control road plant or machinery				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when preparing, operating and controlling road plant or machinery	6.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
	6.2 Minimise damage and maintain a clean work space			
	6.3 Dispose of waste in accordance with current legislation			
	6.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
	6.5 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			
7 Complete the work within the allocated time when preparing, operating and controlling road plant or machinery	7.1 Demonstrate completion of the work within the allocated time			
	7.2 Shut down and secure the plant			
	7.3 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • 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
<p>8 Comply with the given contract information to form and/or maintain roads by preparing, operating and controlling road plant or machinery to the required specification</p>	8.1	<p>Demonstrate the following work skills when preparing, operating and controlling road plant or machinery:</p> <ul style="list-style-type: none"> • checking, setting up, adjusting, communicating, operating, controlling, securing, laying, stripping, compacting, marking, levelling and finishing 			
	8.2	<p>Prepare, operate, control operations and shut down road plant or machinery to given working instructions relating to:</p> <ul style="list-style-type: none"> • Bituminous paving: for one of the following – screeman, (screed operator), paver driver, roller driver, chipping machine driver, loader-compressor driver, sweeper operator, tanker/sprayer operator, geo-synthetic (membrane, mesh) installation, velocity patching, thermal repair • Concrete paving: as operator of the concrete paver, place/spreader, slip form paver, texturing/curing machine 			
	8.3	<p>Prepare, operate, control operations and shut down road plant or machinery to given working instructions relating to:</p> <ul style="list-style-type: none"> • Slurry/microsurfacing: as operator of one of the following – applicator, tanker, tipper grab, sweeper, roller • Surface dressing: as operator of one of the following – tanker, chipper, spray bar, tanker and chipper combined, roller, loader, linked tipper, sweeper • High friction surfacing: as operator of one of the following – tanker, spray bar, chipper, sweeper • Planing operations: as operator of one of the following – up to 500 mm without elevator; 500 mm – 1 m with elevator; over 1 m with elevator 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8.4	Prepare, operate, control operations and shut down road plant or machinery to given working instructions relating to: <ul style="list-style-type: none"> • Road recycling: as operator • Soil stabilisation: as operator • Surface retexturing: as operator for one of the following – mechanical retexturing, mechanical repair, flailing, high pressure jetting, grinding, sweeper • Pavement marking: as steersman/operator for white liner vehicle • Highways drainage: as operator for one of the following – gully emptier, sweeper 			
8.5	Safely use plant or machinery, tools, ancillary equipment and/or accessories			
8.6	Safely store the plant or machinery, tools and equipment and/or accessories used when preparing, operating and controlling road plant or machinery			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.7 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify the work requirements and your occupational role • identify the type of plant or machinery required • confirm the area and location of work, the operations, safety and security requirements • prepare, set up and carry out checks for performance of the plant or machinery • carry out and control operations according to your role and the required performance of plant or machinery • stop, shut down operations and secure plant or machinery • use equipment and/or accessories 			
	<p>8.8 Describe the needs of other occupations and how to effectively communicate within a team when preparing, operating and controlling road plant or machinery</p>			
	<p>8.9 Describe how to maintain the plant or machinery and tools and equipment used when preparing, operating and controlling road plant or machinery</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 6: Manually Applying Specialist Road Surfacing in the Workplace

Unit reference number: H/504/6567

QCF level: 2

Credit value: 55

Guided learning hours: 183

Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in manually applying specialist road surfacing in the workplace within the relevant sector of industry.

Unit 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:

- slurry/microsurfacing
- high friction surfacing (cold applied)
- high friction surfacing (hot applied)
- surface dressing.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when manually applying specialist road surfacing	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: <ul style="list-style-type: none"> drawings, specifications, schedules, risk assessments, method statements, manufacturers' information and current regulations relating to slurry/microsurfacing or high friction 				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when manually applying specialist road surfacing	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> in the workplace, 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 manually applying specialist road surfacing	3.1	Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when manually applying specialist road surfacing				
	3.2	Comply with information relating to specific risks to health when manually applying specialist road surfacing				
	3.3	<p>Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to manually applying specialist road surfacing, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> • 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
<p>4 Select the required quantity and quality of resources for the methods of work to manually apply specialist road surfacing</p>	4.1	<p>Select resources associated with own work in relation to materials, components and fixings, and tools and equipment</p>			
	4.2	<p>Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> • primers, epoxy or thermoplastic resins, bituminous emulsion, catalyst, doping agents, fibres, rubber, pigment • aggregate, calcined bauxite • masking tape • mixer and mixer pot • heater • hand and/or powered tools and equipment 			
	4.3	<p>Describe how the resources should be used correctly and how problems associated with the resources are reported</p>			
	4.4	<p>Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p>			
	4.5	<p>Describe any potential hazards associated with the resources and methods of work</p>			
	4.6	<p>Describe how to calculate quantity, length, area and wastage associated with the method/procedure to manually apply specialist road surfacing</p>			

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when manually applying specialist road surfacing	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 manually applying specialist road surfacing	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: <ul style="list-style-type: none"> • 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 apply specialist road surfacing to the required specification	7.1	Demonstrate the following work skills (as applicable to the surfacing) when manually applying specialist road surfacing: <ul style="list-style-type: none"> • measuring, setting out, marking, positioning, drying, cleaning, masking, priming, mixing, spraying, heating and decanting, spreading, rolling, curing, inspecting and communicating 			
	7.2	Prepare for and manually apply specialist road surfacing to given working instructions, using one of the following methods: <ul style="list-style-type: none"> • slurry/microsurfacing • high friction surfacing (cold applied) • high friction surfacing (hot applied) • surface dressing 			
	7.3	Safely use materials, hand tools, portable power tools and ancillary equipment			
	7.4	Safely store the materials, tools and equipment used when manually applying specialist road surfacing			
	7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • establish an agreed time frame for resurfacing • prepare substrate, to include measuring, setting out, marking out, drying, cleaning and repairing • prepare equipment as necessary • level and realign ironwork • prepare materials, to include storing, handling and mixing 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • apply materials to prepared surfaces, to include heating, pouring, screeding and spreading • remove and dispose of arisings • communicate and co-ordinate progress on specialist resurfacing • return infrastructure to operational status • use hand tools, power tools and equipment 			
	7.7 Describe the needs of other occupations and how to effectively communicate within a team when manually applying specialist road surfacing			
	7.8 Describe how to maintain the tools and equipment used to manually apply specialist road surfacing			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 7: Applying and Removing Pavement Markings Manually in the Workplace

Unit reference number: M/503/9394

QCF level: 2

Credit value: 70

Guided learning hours: 233

Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in manually applying and removing pavement markings in the workplace within the relevant sector of industry.

Unit 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:

- Permanent markings
- Temporary markings

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when applying and removing pavement markings manually	1.1	Interpret and extract relevant information from drawings, risk assessment, 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: <ul style="list-style-type: none"> drawings, specifications, schedules, risk assessments, method statements, manufacturers' information, official guidance and regulations governing temporary and permanent markings on pavement surfaces 				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when applying and removing pavement markings manually	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> in the workplace, 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 applying and removing pavement markings manually	3.1	Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when applying and removing pavement markings manually			
	3.2	Comply with information relating to specific risks to health when applying and removing pavement markings manually			
	3.3	<p>Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying and removing pavement markings manually, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> • 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
<p>4 Select the required quantity and quality of resources for the methods of work to apply and remove pavement markings manually</p>	4.1	<p>Select resources associated with own work in relation to materials, components and fixings, and tools and equipment</p>				
	4.2	<p>Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> • thermoplastic materials • adhesives • paints • temporary preformed materials • temporary surface mounted studs • hand and/or powered tools and equipment 				
	4.3	<p>Describe how the resources should be used correctly and how problems associated with the resources are reported</p>				
	4.4	<p>Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p>				
	4.5	<p>Describe any potential hazards associated with the resources and methods of work</p>				
	4.6	<p>Describe how to calculate quantity, length, area and wastage associated with the method/procedure to apply and remove pavement markings manually</p>				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when applying and removing pavement markings manually	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 applying and removing pavement markings manually	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: <ul style="list-style-type: none"> • 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 and remove pavement markings manually to the required specification	7.1	Demonstrate the following work skills when applying and removing pavement markings manually: <ul style="list-style-type: none"> • measuring, setting out, marking, positioning, preparing, and communicating 			
	7.2	Apply and remove pavement markings manually to given specifications and working instructions, for one of the following: <ul style="list-style-type: none"> • permanent markings (thermoplastic applications and/or paint applications) • temporary markings (temporary preformed applications and temporary surface mounted studs) 			
	7.3	Safely use materials, hand tools, portable power tools and ancillary equipment			
	7.4	Safely store materials, tools and equipment used when applying and removing pavement markings manually			

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: <ul style="list-style-type: none"> • establish agreed time frame for pavement marking work • prepare area, materials and equipment • apply pavement markings manually • remove pavement markings • apply and remove temporary preformed applications • install and remove temporary surface mounted studs • communicate and co-ordinate progress • use hand tools, power tools and ancillary equipment 			
	7.6 Describe the needs of other occupations and how to effectively communicate within a team when applying and removing pavement markings manually			
	7.7 Describe how to maintain the tools and equipment used when applying and removing pavement markings manually			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 8: Installing and Removing Permanent Road Studs in the Workplace

Unit reference number: T/503/9395

QCF level: 2

Credit value: 50

Guided learning hours: 167

Unit aim

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

Unit 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:

- Inset milled stud
- Inset drilled stud
- Fixed mounted studs

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing and removing permanent road studs	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: <ul style="list-style-type: none"> drawings, specifications, schedules, risk assessments, method statements, manufacturers' information and regulations governing permanent markings on pavement surfaces 				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when installing and removing permanent road studs	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> • in the workplace, 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 and removing permanent road studs	3.1 Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when installing and removing permanent road studs			
	3.2 Comply with information relating to specific risks to health when installing and removing permanent road studs			
	3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing and removing permanent road studs, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • 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 and remove permanent road studs	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: <ul style="list-style-type: none"> • road studs • fixing materials • hand and/or powered tools and ancillary 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, area and wastage associated with the method/procedure to install and remove permanent road studs				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing and removing permanent road studs	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 and removing permanent road studs	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: <ul style="list-style-type: none"> • 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 and remove permanent road studs to the required specification	7.1	Demonstrate the following work skills when installing and removing permanent road studs: <ul style="list-style-type: none"> • measuring, setting out, marking, positioning, fitting, fixing, securing and communicating 			
	7.2	Install and remove permanent road studs to given working instructions, relating to one of the following: <ul style="list-style-type: none"> • inset milled stud • inset drilled stud • fixed surface mounted studs 			
	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 and removing permanent road studs			
	7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • establish agreed time frame for installing or removing permanent road studs • prepare area, materials and equipment for installing or removing permanent road studs • install and remove milled, drilled and surface mounted road studs and permanent road studs • remove permanent road studs • communicate and co-ordinate progress on the installation of permanent road studs • use hand tools, power tools and 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 and removing permanent road studs			
	7.7	Describe how to maintain the tools and equipment used when installing and removing permanent road studs			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 9: Reinstating Ground Condition in the Workplace

Unit reference number: A/600/8157

QCF level: 2

Credit value: 12

Guided learning hours: 40

Unit aim

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

Unit 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 – 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 reinstating ground condition 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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when reinstating ground condition	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: <ul style="list-style-type: none"> drawings, specifications, schedules and manufacturers' information 				
2	Know how to comply with relevant legislation and official guidance when reinstating ground condition	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> 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	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 reinstating ground condition	3.1	Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when reinstating ground condition			
	3.2	Explain why and when personal protective equipment (PPE) should be used, relating to reinstating ground condition, 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			
4 Select the required quantity and quality of resources for the methods of work to reinstate ground condition	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • flags, blocks, edging, aggregates, cement, black top, top soil, seeds • 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 and area associated with the method/procedure to reinstate ground condition			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when reinstating ground condition	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 reinstating ground condition	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: <ul style="list-style-type: none"> 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 reinstate ground condition to the required specification	7.1	Demonstrate the following work skills when reinstating ground condition: <ul style="list-style-type: none"> • measuring, marking out, laying, bedding, positioning, securing and finishing 			
	7.2	Reinstate ground conditions to contractor's working instructions for at least two of the following: <ul style="list-style-type: none"> • flag • block • concrete • black top surfaces • cultivated and grassed areas 			
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • place and compact sub-grade and sub-base • form levels • reinstate hard landscaping of flag, block, concrete and black top surfaces • reinstate cultivated and grassed areas • 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 reinstating ground condition			
	7.6 Describe how to maintain the tools and equipment used when reinstating ground condition			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 10: 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 aim

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.

Unit 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 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 reinstating ground condition 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
- Stepladders/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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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
<p>4 Select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> • ladders/crawler boards • stepladders/platform steps • trestles • proprietary staging/podiums • proprietary towers • mobile scaffold towers • protection equipment and notices • tools and ancillary equipment 			
	<p>4.2 Select resources associated with own work in relation to materials, components, tools and equipment</p>			
	<p>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</p>			
	<p>4.4 Outline potential hazards associated with the resources and method of work</p>			
	<p>4.5 Describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms</p>			

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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> • moving, positioning/erecting, securing, checking, dismantling and removing 			
	7.2	Erect, dismantle and store two of the following access equipment to given access regulations: <ul style="list-style-type: none"> • ladders/crawler boards • stepladders/platform steps • proprietary towers • trestle platforms • mobile scaffold towers • proprietary staging/podiums 			
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • 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 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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)

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 aim

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.

Unit 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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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: <ul style="list-style-type: none"> drawings, specifications, schedules, risk assessments, method statements, manufacturers' information and regulations for street ironwork fixtures 				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
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: <ul style="list-style-type: none"> 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	<p>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:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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			
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 			
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when installing street ironwork			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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: Providing Temporary Excavation Support in the Workplace

Unit reference number: K/503/9636

QCF level: 2

Credit value: 15

Guided learning hours: 50

Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in providing temporary excavation support in the workplace within the relevant sector of industry.

Unit 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 two of the following:

- skeleton
- open and close boarding
- drag box
- trench box
- coffer dam
- diaphragm wall
- secant support

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when providing temporary excavation support	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: <ul style="list-style-type: none"> drawings, specifications, schedules, risk assessments, method statements, manufacturers' information and regulations governing construction works and support of excavations 				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when providing temporary excavation support	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> 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 providing temporary excavation support	3.1	Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with current legislation and organisational requirements when providing temporary excavation support			
	3.2	Comply with information relating to specific risks to health when providing temporary excavation support			
	3.3	<p>Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to providing temporary excavation support, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> • 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
<p>4 Select the required quantity and quality of resources for the methods of work to provide temporary excavation support</p>	4.1	<p>Select resources associated with own work in relation to materials, components and fixings, and tools and equipment</p>				
	4.2	<p>Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> • poling boards, walings, struts, wedges, soldiers, steel struts and trench sheets • proprietary systems • ancillary fixing devices • hand and/or powered tools and ancillary equipment 				
	4.3	<p>Describe how the resources should be used correctly and how problems associated with the resources are reported</p>				
	4.4	<p>Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p>				
	4.5	<p>Describe any potential hazards associated with the resources and methods of work</p>				
	4.6	<p>Describe how to calculate quantity, length, area and wastage associated with the method/procedure to provide temporary excavation support</p>				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when providing temporary excavation support	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 temporary excavation support	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: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated • 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 temporary excavation support to the required specification	7.1	Demonstrate the following work skills when providing temporary excavation support: <ul style="list-style-type: none"> • measuring, marking out, preparing, positioning, fitting, supporting, fixing, securing, dismantling and removing 			
	7.2	Provide and remove temporary excavation support to given working instructions, relating to two of the following support frameworks: <ul style="list-style-type: none"> • skeleton • open and close boarding • drag box • trench box • coffer dam • diaphragm wall • secant support 			
	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 temporary excavation support			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • assess the excavated area and select suitable temporary support for the excavation • provide for safe access and egress around the temporary excavation support • construct/erect/install temporary excavation support • work with and around plant and machinery • inspect and maintain the integrity and safety of the temporary support structure • dismantle and remove the excavation support structure • use hand tools, power tools and equipment • work at height and in confined spaces • use access equipment 			
	<p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when providing temporary excavation support</p>			
	<p>7.7 Describe how to maintain the tools and equipment used when providing temporary excavation support</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 13: Reinstating Excavation and Highway Surfaces in the Workplace

Unit reference number: H/503/9442

QCF level: 2

Credit value: 12

Guided learning hours: 40

Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in reinstating excavation and highway surfaces in the workplace within the relevant sector of industry.

Unit 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 two of the following:

- sub-grades, sub-bases, road bases
- cold lay bituminous
- warm lay bituminous
- hot lay bituminous
- concrete
- modular

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when reinstating excavation and highway surfaces	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: <ul style="list-style-type: none"> drawings, specifications, schedules, risk assessments, method statements, manufacturers' information and regulations governing excavations and reinstatement work on highways 				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when reinstating excavation and highway surfaces	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> 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 reinstating excavation and highway surfaces	3.1	Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when reinstating excavation and highway surfaces				
	3.2	Comply with information relating to specific risks to health when reinstating excavation and highway surfaces				
	3.3	<p>Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to reinstating excavation and highway surfaces, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> • 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
<p>4 Select the required quantity and quality of resources for the methods of work to reinstate excavation and highway surfaces</p>	4.1	<p>Select resources associated with own work in relation to materials, components and fixings, and tools and equipment</p>			
	4.2	<p>Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> • new and re-usable materials, sub-base, road-base and pavement surface • cold-lay, warm lay and hot-lay bituminous materials • sands, jointing materials • concrete, blocks and flags • natural soil based materials • hand and/or powered tools and equipment 			
	4.3	<p>Describe how the resources should be used correctly and how problems associated with the resources are reported</p>			
	4.4	<p>Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p>			
	4.5	<p>Describe any potential hazards associated with the resources and methods of work</p>			
	4.6	<p>Describe how to calculate quantity, length, area and wastage associated with the method/procedure to reinstate excavation and highway surfaces</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when reinstating excavation and highway surfaces	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 reinstating excavation and highway surfaces	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: <ul style="list-style-type: none"> • 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 reinstate excavation and highway surfaces to the required specification	7.1	Demonstrate the following work skills when reinstating excavation and highway surfaces: <ul style="list-style-type: none"> • backfilling, consolidating, laying, compacting, positioning, securing and finishing 			
	7.2	Reinstatement excavations and highway surfaces to given working instructions, relating to two of the following: <ul style="list-style-type: none"> • sub-grades, sub-bases, road-bases • cold lay bituminous • warm lay bituminous • hot lay bituminous • concrete • modular 			
	7.3	Safely use materials, hand tools, portable power tools and ancillary equipment			
	7.4	Safely store the materials, tools and equipment used when reinstating excavation and highway surfaces			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • confirm the type of ground structure for reinstatement (bituminous, concrete, modular, natural) • reinstate and compact backfill, sub-grades, sub-bases, road-bases pavement base for the relevant type of ground structure • protect service apparatus and sub-structures during reinstatement • reinstate the relevant type of ground surface, pavement surface, specialist surface treatments, kerbs, edge restraints, street ironwork and pavement markings • dispose of surplus materials • use hand tools, power tools and equipment 			
	<p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when reinstating excavation and highway surfaces</p>			
	<p>7.7 Describe how to maintain the tools and equipment used when reinstating excavation and highway surfaces</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 14: Preparing and Operating Forward Tipping Dumpers to Receive, Transport and Discharge Materials in the Workplace

Unit reference number: A/600/7977

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating forward tipping dumpers to receive, transport and discharge materials in the workplace within the relevant sector of industry.

Unit 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 – 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 forward tipping dumpers to transport and discharge materials 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:

- forward tipping dumper – wheeled
- forward tipping dumper – tracked

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the use of forward tipping dumpers to carry out transporting and discharging 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: <ul style="list-style-type: none"> drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to transporting and discharging operations 				
2	Organise with others the sequence and operation in which transporting and discharging operations using forward tipping dumpers 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 transporting and discharging operations using forward tipping dumpers				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Know how to comply with relevant legislation and official guidance to carry out transporting and discharging operations with forward tipping dumpers	3.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> 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 transporting and discharging operations using forward tipping dumpers	4.1	Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during transporting and discharging operations			
	4.2	Explain why and when personal protective equipment (PPE) should be used, relating to transporting and discharging 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
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out transporting and discharging operations using forward tipping dumpers</p>	5.1	<p>Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> • consumables, lubricants and fuels • attachments, transporting and discharging aids • hand tools, ancillary equipment and/or accessories 		
	5.2	<p>Request and select resources associated with forward tipping dumpers in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p>		
	5.3	<p>State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p>		
	5.4	<p>Outline potential hazards associated with the resources and method of work</p>		
	5.5	<p>Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out transporting and discharging operations using forward tipping dumpers</p>		

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when transporting and discharging materials using forward tipping dumpers	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 transporting and discharging materials using forward tipping dumpers	7.1	Demonstrate completion of the work within the allocated time				
		7.2	Shut down and secure forward tipping dumpers				
		7.3	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> 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 receive, transport and discharge materials using forward tipping dumpers to the required specification	8.1	Demonstrate the following work skills when preparing for and transporting and discharging loose materials using forward tipping dumpers: <ul style="list-style-type: none"> • fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, receiving, transporting and depositing 				
	8.2	Prepare, position, set up and operate forward tipping dumpers to receive, transport and discharge loads to given working instructions				
	8.3	Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> • identify the characteristics of the forward tipping dumper used for transporting and discharging 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 discharging • check to avoid damage to structures and utilities service apparatus • receive, transport and discharge materials safely and securely • shut down and secure forward tipping dumper • use hand tools, ancillary equipment and accessories 				
	8.4	Safely use and store hand tools and ancillary equipment				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	8.5	State the needs of other occupations and how to communicate within a team when preparing to and carrying out transporting and discharging operations			
	8.6	Describe how to maintain the plant, tools and equipment used to transport and discharge materials			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 15: Preparing and Operating Ride-on Rollers to Compact Materials in the Workplace

Unit reference number: K/600/8073

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating ride-on rollers to compact materials in the workplace within the relevant sector of industry.

Unit 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 – 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 ride-on rollers to compact materials 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:

- roadbuilding operations – deadweight
- roadbuilding operations – vibratory
- roadbuilding operations – pneumatic tyred
- roadbuilding operations – pedestrian operated

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the use of ride-on rollers to carry out compacting 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: <ul style="list-style-type: none"> drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to compacting operations 				
2	Organise with others the sequence and operation in which compacting operations using ride-on rollers 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 compacting operations using ride-on rollers				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Know how to comply with relevant legislation and official guidance to carry out compacting operations with ride-on rollers	3.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> 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 compacting operations using ride-on rollers	4.1	Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during compacting operations			
	4.2	Explain why and when personal protective equipment (PPE) should be used, relating to compacting 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
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out compacting operations using ride-on rollers</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> • consumables, lubricants and fuels • attachments and compacting operational aids • hand tools, ancillary equipment and/or accessories 			
	<p>5.2 Request and select resources associated with ride-on rollers in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p>			
	<p>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</p>			
	<p>5.4 Outline potential hazards associated with the resources and method of work</p>			
	<p>5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out compacting operations using ride-on rollers</p>			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when compacting materials using ride-on rollers	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 compacting materials using ride-on rollers	7.1	Demonstrate completion of the work within the allocated time				
		7.2	Shut down and secure ride-on rollers				
		7.3	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> 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
<p>8 Comply with the given contract information to compact materials using ride-on rollers to the required specification</p>	8.1	<p>Demonstrate the following work skills when preparing for and compacting materials using ride-on rollers:</p> <ul style="list-style-type: none"> fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning and compacting 				
	8.2	<p>Prepare, position, set up and operate ride-on rollers to compact a variety of materials, in various locations, to given working instructions</p>				
	8.3	<p>Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> identify the characteristics of the ride-on roller used for compacting 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 compacting check to avoid damage to structures and utilities service apparatus compact materials safely and securely shut down and secure ride-on roller use hand tools, ancillary equipment and accessories 				
	8.4	<p>Safely use and store hand tools and ancillary equipment</p>				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	8.5	State the needs of other occupations and how to communicate within a team when preparing to and carrying out compacting operations			
	8.6	Describe how to maintain the plant, tools and equipment used to compact materials			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 16: Preparing to and Directing and Guiding Plant and Plant Operations in the Workplace

Unit reference number: K/600/8087

QCF level: 2

Credit value: 7

Guided learning hours: 23

Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing to and directing and guiding plant and plant operations in the workplace within the relevant sector of industry.

Unit 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 – 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 to and directing and guiding plant and plant 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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation for, and directing and guiding plant	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: <ul style="list-style-type: none"> drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance 				
2	Organise with others the sequence and operation in which directing and guiding plant is 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 directing and guiding plant				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Know how to comply with relevant legislation and official guidance to direct and guide plant	3.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> 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 			
	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 and for, directing and guiding plant	4.1	Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements when directing and guiding plant			
	4.2	Explain why and when personal protective equipment (PPE) should be used, relating to directing and guiding plant, 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
<p>5 Select the required quantity and quality of resources to prepare for, and when directing and guiding plant</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> • signalling and communication equipment • hand tools and ancillary equipment 			
	<p>5.2 Select resources associated with directing and guiding plant in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p>			
	<p>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</p>			
	<p>5.4 Outline potential hazards associated with the resources and method of work</p>			
	<p>5.5 Describe how to calculate weight/bearing pressure, quantity, length and area and identification of centres of gravity associated with the method/procedures to carry out the work</p>			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when directing and guiding plant	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 directing and guiding plant	7.1	Demonstrate completion of the work within the allocated time				
		7.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> 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 prepare to, and direct and guide plant using to the required specification	8.1	Demonstrate the following work skills when preparing to, and directing and guiding plant and operations: <ul style="list-style-type: none"> • setting up, checking, communicating, estimating, interpreting, directing, guiding, indicating, informing, instructing, positioning, moving, signalling and relaying 				
	8.2	Prepare to, and position plant by directing and guiding the movement of plant and plant operations to given working instructions, using at least one of the following communication methods: <ul style="list-style-type: none"> • hand signals • hand signalling equipment • verbal/electronic communication 				
	8.3	Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> • assess and determine the movement and operations of plant • direct and guide the movement and operations of plant • signal and communicate following recognised/agreed operational procedures • use hand tools and ancillary equipment 				
	8.4	Safely use and store hand tools, signalling and communication equipment and ancillary equipment				
	8.5	State the needs of other occupations and how to communicate within a team when preparing to and directing and guiding plant				
	8.6	Describe how to maintain the tools and equipment used to direct and guide plant				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information	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: <ul style="list-style-type: none"> drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance 				
2	Organise with others the sequence and operation in which directing and guiding basic loads is 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 directing and guiding basic loads				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Know how to comply with relevant legislation and official guidance to direct and guide basic loads	3.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> 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 			
	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, directing and guiding basic loads	4.1	Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements when directing and guiding basic loads			
	4.2	Explain why and when personal protective equipment (PPE) should be used, relating to directing and guiding basic loads, 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 Select the required quantity and quality of resources to prepare for, and when directing and guiding basic loads	5.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> • signalling and communication equipment • hand tools and ancillary equipment 			
	5.2	Select resources associated with directing and guiding basic loads 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 weight/bearing pressure, quantity, length and area and identification of centres of gravity associated with the method/procedures to carry out the work			
6 Minimise the risk of damage to the work and surrounding area when directing and guiding basic loads	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			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
7	Complete the work within the allocated time when preparing to, and directing and guiding basic loads	7.1	Demonstrate completion of the work within the allocated time				
		7.2	State the purpose of the work programme and describe why deadlines should be kept in relation to:				
			<ul style="list-style-type: none"> • 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 prepare to, and direct and guide basic loads using to the required specification	8.1	Demonstrate the following work skills when preparing to, and directing and guiding basic loads: <ul style="list-style-type: none"> • setting up, checking, communicating, estimating, interpreting, directing, guiding, indicating, informing, instructing, positioning, moving, signalling and relaying 				
	8.2	Prepare to, and position basic loads by directing and guiding the movement of basic loads to the required destinations to given working instructions, using at least one of the following communication methods: <ul style="list-style-type: none"> • hand signals • hand signalling equipment • verbal/electronic communication 				
	8.3	Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> • assess and determine the movement and operations of basic loads • direct and guide the movement and operations of basic loads • signal and communicate following recognised/agreed operational procedures • use hand tools and ancillary equipment 				
	8.4	Safely use and store hand tools, signalling and communication equipment and ancillary equipment				
	8.5	State the needs of other occupations and how to communicate within a team when preparing to and directing and guiding basic loads				
	8.6	Describe how to maintain the tools and equipment used to direct and guide basic loads				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 18: Preparing for, and Arranging and Securing Plant for Haulage in the Workplace

Unit reference number: M/600/8091

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing for, and arranging and securing plant for haulage in the workplace within the relevant sector of industry.

Unit 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 – 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 for, and arranging and securing plant for haulage 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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation of, and the arranging and securing of plant for haulage	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: <ul style="list-style-type: none"> drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance 				
2	Know how to comply with relevant legislation and official guidance to carry out the arranging and securing of plant for haulage	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> 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 for and arranging and securing plant for haulage	3.1	Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements when arranging and securing plant for haulage				
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to arranging and securing plant for haulage, 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				
4	Select the required quantity and quality of resources to prepare for, and when arranging plant and securing plant for haulage	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> • load restraint and securing accessories inc. wire rope, chain, fabric, web hooks, shackles and clamps • hand tools and ancillary equipment 				
		4.2	Select resources associated with the work in relation to load restraint and securing accessories and/or ancillary 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 weight/bearing pressure, quantity, length and area, and identification of centres of gravity associated with the method/procedures to carry out the work				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when arranging plant and securing plant for haulage	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 preparing to, and arranging and securing plant for haulage	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: <ul style="list-style-type: none"> 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 to, and arrange and secure plant for haulage to the required specification	7.1	Demonstrate the following work skills when preparing to, and arranging and securing plant for haulage: <ul style="list-style-type: none"> • selecting, fitting, attaching, adjusting, setting up, checking, configuring, measuring, gauging, calculating, positioning, removing and storing 			
	7.2	Prepare to, and arrange and secure plant for haulage to given working instructions, using appropriate restraining methods and restraining/securing accessories on the following types of plant: <ul style="list-style-type: none"> • wheeled plant • tracked plant • compacting plant 			
	7.3	Remove restraining/securing accessories from plant following haulage and ready for movement from the transporter			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> • identify the characteristics of the plant and restraining/securing accessories • determine methods for restraining • select and use suitable restraining/securing accessories • arrange and secure plant • confirm stability, positioning and weight distribution • remove and store restraining/securing accessories on completion of haulage • work at height • use hand tools, ancillary equipment and accessories 			
	7.5 Safely use and store hand tools, restraining/securing accessories and ancillary equipment			
	7.6 State the needs of other occupations and how to communicate within a team when preparing to and arranging and securing plant for haulage			
	7.7 Describe how to maintain the tools and equipment used to arrange and secure plant for haulage			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 19: Preparing for, and Arranging and Securing Basic Loads for Movement in the Workplace

Unit reference number: A/600/8093

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing for, and arranging and securing basic loads for movement in the workplace within the relevant sector of industry.

Unit 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 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 preparing for, and arranging and securing basic loads for movement 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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation of, and the arranging and securing of basic loads for movement	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: <ul style="list-style-type: none"> drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance 				
2	Know how to comply with relevant legislation and official guidance to carry out the arranging and securing of basic loads for movement	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> 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 for and arranging and securing basic loads for movement	3.1	Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements when arranging and securing basic loads				
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to arranging and securing basic loads, 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				
4	Select the required quantity and quality of resources to prepare for, and arrange when arranging and securing basic loads for movement	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> load restraint and securing accessories inc. wire rope, chain, fabric, web hooks, shackles and clamps hand tools and ancillary equipment 				
		4.2	Select resources associated with the work in relation to lifting accessories and/or ancillary 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	Calculate weight/bearing pressure, quantity, length, area and identify centres of gravity relevant to the arranging and securing of basic loads				
		4.6	Describe how to calculate weight/bearing pressure, quantity, length and area, and identify centres of gravity associated with the method/procedures to carry out the work				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when arranging and securing basic loads for movement	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 preparing to, and arranging and securing basic loads for movement	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: <ul style="list-style-type: none"> 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 to, and arrange and secure basic loads for movement to the required specification	7.1	Demonstrate the following work skills when preparing to, and arranging and securing plant for haulage: <ul style="list-style-type: none"> • selecting, fitting, attaching, adjusting, setting up, checking, configuring, measuring, gauging, calculating, balancing, positioning, removing and storing 			
	7.2	Prepare to, and arrange and secure basic loads for movement to given working instructions, using appropriate load securing methods and lifting accessories on any of the three following types of basic load: <ul style="list-style-type: none"> • balanced • unbalanced • loose • bundled • drummed • containerised 			
	7.3	Remove lifting accessories from basic loads following movement, and leave basic loads in a safe situation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> • identify the characteristics of the basic loads and lifting/securing accessories • determine methods for securing • select and use suitable lifting accessories • arrange and secure basic loads • confirm balance, stability, positioning and weight distribution • remove and store lifting accessories on completion of movement • work at height • use hand tools, ancillary equipment and accessories 			
	<p>7.5 Safely use and store hand tools, lifting accessories and ancillary equipment</p>			
	<p>7.6 State the needs of other occupations and how to communicate within a team when preparing to and arranging and securing basic loads for movement</p>			
	<p>7.7 Describe how to maintain the tools and equipment used to arrange and secure basic loads for movement</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 20: 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 aim

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

Unit 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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 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				
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				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
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				
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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • prepare, position and set up for work • secure accessories and tool attachments • carry out pre-use checks to manufacturer's and suppliers 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: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 21: Slinging and Signalling the Movement of Loads (Secondary Role) in the Workplace

Unit reference number: R/600/8102

QCF level: 2

Credit value: 8

Guided learning hours: 27

Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in slinging and signalling the movement of loads (secondary role) in the workplace within the relevant sector of industry.

Unit 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 – 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 slinging and signalling the movement of loads to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation for and the slinging and signalling of loads	1.1	Interpret and extract information from drawings, specifications, schedules, method statements 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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, manufacturers' information, approved procedures and Codes of Practice 				
2	Organise with others the sequence and operation in which the slinging and signalling of loads is 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 when slinging and signalling of loads				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Know how to comply with relevant legislation and official guidance to carry out slinging and signalling of loads	3.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> 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 			
	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 slinging and signalling loads	4.1	Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements when slinging and signalling of loads			
	4.2	Explain why and when personal protective equipment (PPE) should be used, relating to slinging and signalling of loads, 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 Select the required quantity and quality of resources to prepare for and when slinging and signalling loads	5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> • lifting accessories • signalling and communication equipment • hand tools and ancillary equipment 			
	5.2 Select resources associated with slinging/signalling in relation to hand tools, attachments, slinging equipment, lifting aids/accessories, signalling and communication 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 weight, bearing pressure, quantity, length and area associated with the method/procedures to carry out slinging/signalling			
6 Minimise the risk of damage to the work and surrounding area when slinging and signalling loads	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			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date	
7	Complete the work within the allocated time when preparing to and slinging and signalling loads	7.1	Demonstrate completion of the work within the allocated time					
		7.2	State the purpose of the work programme and describe why deadlines should be kept in relation to:					
			<ul style="list-style-type: none"> • 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
8 Comply with the given contract information to prepare to and sling and signal loads for movement to the required specification	8.1	Demonstrate the following work skills when preparing to and slinging and signalling loads: <ul style="list-style-type: none"> • measuring, gauging, estimating, fitting, fixing, testing, balancing, interpreting, judging, explaining, preparing, indicating, informing, instructing, signing, positioning, adjusting, configuring, moving, securing, signalling, relaying and removing 				
	8.2	Prepare to and attach loads to lifting equipment, and guide loads using signals to the required destination to given working instructions using appropriate load securing methods and lifting accessories				
	8.3	Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> • confirm method of communication • determine the method of slinging • select and use suitable slinging equipment/lifting accessories • sling loads securely and balance within correct weight distribution following agreed/recognised operational procedures • position loads safely and securely • remove and store lifting accessories • use hand tools, ancillary equipment and accessories 				
	8.4	Safely use and store hand tools and slinging, signalling, communication and ancillary equipment				
	8.5	State the needs of other occupations and how to communicate within a team when preparing to and slinging and signalling loads				
	8.6	Describe how to maintain the tools and equipment used to sling and signal loads				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 22: 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 aim

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.

Unit 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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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: <ul style="list-style-type: none"> 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	<p>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:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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			
5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources	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 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6	<p>Complete the work within the allocated time when moving, handling and/or storing resources</p>			
7	<p>Comply with the given occupational resource information to move, handle and/or store resources to the required guidance</p>			
6.1	Demonstrate completion of the work within the allocated time			
6.2	<p>State the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> • progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme 			
7.1	<p>Demonstrate the following work skills when moving, handling and/or storing occupational resources:</p> <ul style="list-style-type: none"> • moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques 			
7.2	<p>Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following:</p> <ul style="list-style-type: none"> • 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: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson Edexcel: www.edexcel.com/contactus
- Pearson BTEC: www.btec.co.uk/contactus
- Pearson Work Based Learning: www.pearsonwbl.com/contactus
- Books, software and online resources for UK schools and colleges: www.pearsonschools.co.uk/contactus

Other sources of information and publications available on our website include:

- *Pearson Equality Policy*
- *Pearson Work Based Learning Centre Guide*
- *Edexcel UK Information Manual – Chapter 9* (updated annually)
- *Recognition of Prior Learning Policy and Process.*

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications is available on our website, at www.pearsonwbl.edexcel.com/NVQ-competence-based.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/publications.

13 Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options and sector events, 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
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

For more information on training options and upcoming events, please visit our website, www.pearsonwbl.edexcel.com/training-events. You can request customised training by completing the enquiry form on our website and we will contact you to discuss your training needs.

Support services

Face-to-face support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required. A UK map showing the Regional Quality Managers' contact details can be found at www.btec.co.uk/support.

Online support: find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available at www.pearsonwbl.edexcel.com/Our-support.

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers are able to seek advice and clarification about any aspect of our qualifications and services, as well as share knowledge and information with others. The forums are sector specific and cover Business Administration, Customer Service, Health and Social Care, Hospitality and Catering and Retail. The online forum is available at www.pearsonwbl.edexcel.com/Our-support.

14 Contact us

We have a dedicated Account Support team, based throughout the UK, to give you more personalised support and advice. To contact your Account Specialist you can use any of the following methods:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us at:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Complaints and feedback

We are working hard to provide you with excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Assessment strategy

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

January 2014

For more information on Edexcel and BTEC qualifications please visit our websites: www.edexcel.com and www.btec.co.uk

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