

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

## **Specification**

NVQ/competence-based qualifications

First registration September 2014

Issue 3

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

This qualification was previously known as:

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

The QN remains the same.

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## Summary of Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Construction Operations (Construction) Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	6
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	6
Guided learning definition updated	27
QCF references removed from unit titles and unit levels in all units	28-282

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



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# Introducing Pearson Edexcel NVQ/Competence-based qualifications

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## What are NVQ/Competence-based qualifications?

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National Vocational Qualifications (NVQs)/Competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development courses for employees that have been in the workplace for some time or as a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

## Sizes of NVQ/Competence-based qualifications

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For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## Qualification title covered by this specification

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This specification provides the information you need to offer the Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Construction Operations (Construction).

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Regulation start date</b>
Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Construction Operations (Construction)	601/4293/5	12/08/2014

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

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

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

This title replaces the following qualifications from 1 September 2014:

<b>Qualification title</b>	<b>Qualification Accreditation Number (QAN)</b>	<b>Regulation start date</b>
Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Construction Operations (Construction) (QCF)	600/9087/X	10/05/2013

CITB, the Sector Skills Council (SSC) for Construction, in consultation with the industry, have changed the National Occupational Standards (NOS) so it is important we update our qualifications accordingly to ensure knowledge and skills continue to be relevant for learners and meet the requirements of the job role.

# Key features of the Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Construction Operations (Construction)

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This qualification:

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

The Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Construction Operations (Construction) has been approved as a component of the Intermediate Apprenticeship in Construction Civil Engineering.

## What is the purpose of this qualification?

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

## Who is this qualification for?

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

Pearson's policy is that the qualification should:

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

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

This qualification enables learners to demonstrate competence against National Occupational Standards which are based on the needs of the construction industry as defined by ConstructionSkills. As such it contributes to the development of skilled labour in the sector. The qualification may contribute towards the competence element of an Apprenticeship.

## **What is the potential job role for those working towards this qualification?**

- Construction operative.

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

This qualification enables learners to demonstrate competence in construction operations at a level required by the construction and built environment industry. Learners 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.

Learners may progress to higher-level construction qualifications such as the Pearson Edexcel Level 3 NVQ Diploma in Occupational Work Supervision (Construction) or the Pearson Edexcel Level 4 NVQ Diploma in Construction Site Supervision (Construction), if their job role requires greater responsibility.

# What is the qualification structure for the Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services - Construction Operations (Construction)?

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The Total Qualification Time (TQT) for this qualification is 410 hours.

The Guided Learning Hours (GLH) for this qualification are 137.

This qualification's Qualification Number (QN) provides access to the following pathways for the qualification. Learners must choose one pathway. To achieve this qualification, learners must complete a minimum of 41 credits.

## **Pathway 1 – Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Construction Operations (Construction) – Modular Pavement Construction**

Learners must complete a minimum of 41 credits, including 5 credits from the two mandatory units in Group M and 10 credits from at least **one** unit from Group O. In addition, learners must complete 21 credits from the mandatory units in Group A1 and 5 credits from **one** unit from Group A2. Learners may choose to take additional credits from Group AD although these are not necessary to achieve this qualification.

## **Pathway 2 – Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Construction Operations (Construction) – Laying Kerbs and Channels**

Learners must complete a minimum of 41 credits, including 5 credits from the two mandatory units in Group M and 10 credits from at least **one** unit from Group O. In addition, learners must complete 21 credits from the mandatory units in Group B1 and 5 credits from **one** unit from Group B2. Learners may choose to take additional credits from Group AD although these are not necessary to achieve this qualification.

## **Pathway 3 – Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Construction Operations (Construction) – General Building Operations**

Learners must complete a minimum of 50 credits, including 5 credits from the two mandatory units in Group M and 10 credits from at least **one** unit from Group O. In addition, learners must complete 35 credits from the mandatory units in C1. Learners may choose to take additional credits from Group AD although these are not necessary to achieve this qualification.

**Pathway 4 – Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Construction Operations (Construction) – Drainage Construction**

Learners must complete a minimum of 46 credits, including 5 credits from the two mandatory units in Group M and 10 credits from at least **one** unit from Group O. In addition, learners must complete 26 credits from the mandatory units in Group D1 and 5 credits from **one** unit from Group D2.

Learners may choose to take additional credits from Group AD although these are not necessary to achieve this qualification.

**Pathway 5 – Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Construction Operations (Construction) – Structural Concreting**

Learners must complete a minimum of 55 credits, including 5 credits from the two mandatory units in Group M and 10 credits from at least **one** unit from Group O. In addition, learners must complete 35 credits from the mandatory units in Group E1 and 5 credits from **one** unit from Group E2. Learners may choose to take additional credits from Group AD although these are not necessary to achieve this qualification.

**Pathway 6 – Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Construction Operations (Construction) – Non-Structural Concreting**

Learners must complete a minimum of 59 credits, including 5 credits from the two mandatory units in Group M and 10 credits from at least **one** unit from Group O. In addition, learners must complete 39 credits from the mandatory units in Group F1 and 5 credits from **one** unit from Group F2. Learners may choose to take additional credits from Group AD although these are not necessary to achieve this qualification.

**Pathway 7 – Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Construction Operations (Construction) – General Construction**

Learners must complete a minimum of 44 credits, including 5 credits from the two mandatory units in Group M and 10 credits from at least **one** unit from Group O. In addition, learners must complete 5 credits from the mandatory unit in Group G1, a minimum of 19 credits from **one** unit in G2 and a minimum of 5 credits from **one** unit from Group G3. Learners may choose to take additional credits from Group AD although these are not necessary to achieve this qualification.

**Pathway 8 – Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Construction Operations (Construction) – Excavation and Reinstatement**

Learners must complete a minimum of 54 credits, including 5 credits from the two mandatory units in Group M and 10 credits from at least **one** unit from Group O. In addition, learners must complete 22 credits from the mandatory units in Group H1, a minimum of 12 credits from **one** unit in H2 and a minimum of 5 credits from **one** unit from Group H3. Learners may choose to take additional credits from Group AD although these are not necessary to achieve this qualification.

## Qualification structure

### Mandatory requirements

<b>Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Construction Operations (Construction)</b>					
<b>Group M – mandatory units for <u>all</u> pathways (credit value 5)</b>					
<b>Unit</b>	<b>Unit reference number</b>	<b>Mandatory units</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
1	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	2	1	7
2	J/503/1169	Conforming to Productive Working Practices in the Workplace	3	2	10

<b>Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Construction Operations (Construction)</b>					
<b>Group O – optional units for <u>all</u> pathways (credit value: minimum of 10 credits from ONE unit)</b>					
<b>Unit</b>	<b>Unit reference number</b>	<b>O – Optional units</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
15	T/503/9560	Establishing Work Area Protection and Safety in the Workplace	10	2	33
16	K/503/9622	Segregating the Area for Highways Works in the Workplace	12	2	40



## Pathway requirements

<b>Pathway 1 – Modular Pavement Construction</b>					
<b>Group A1 – mandatory units (credit value 21)</b>					
<b>Unit</b>	<b>Unit reference number</b>	<b>A1 - Mandatory units</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
3	J/503/9627	Laying Modular Pavement in the Workplace	14	2	47
4	J/506/4673	Setting Out Secondary Dimensional Work Control in the Workplace	7	2	23
<b>Group A2 – optional units (credit value: 4 credits from ONE unit)</b>					
<b>Unit</b>	<b>Unit reference number</b>	<b>A2 – Optional units</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
10	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17
13	A/600/8157	Reinstating Ground Condition in the Workplace	12	2	40
14	H/503/9442	Reinstating Excavation and Highway Surfaces in the Workplace	12	2	40
17	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	8	2	27
18	M/503/9623	Installing Street Ironwork in the Workplace	9	2	30
19	K/503/9636	Providing Temporary Excavation Support in the Workplace	15	2	50
20	J/506/4642	Preparing and Operating Forward Tipping Dumpers to Receive, Transport and Discharge Materials in the Workplace	16	2	53
21	R/506/4661	Preparing and Operating Ride-On Rollers to Compact Materials in the Workplace	16	2	53
22	A/506/4668	Preparing to, and Directing and Guiding the Movement of, Vehicles, Plant or Machinery in the Workplace	12	2	40
23	F/506/4669	Preparing for and Arranging and Securing Plant or Machinery for Transportation in the Workplace	16	2	53

**Pathway 1 – Modular Pavement Construction** *(continued)***Group A2 – optional units (credit value: 5 credits from ONE unit)**

Unit	Unit reference number	A2 – Optional units	Credit	Level	GLH
24	F/506/4672	Preparing and Operating Powered Units, Tools or Pedestrian Plant, Machinery or Equipment in the Workplace	7	2	23
25	R/506/3929	Slinging and Signalling the Movement of Suspended Loads in the Workplace	10	2	33
26	K/503/9457	Preparing and Mixing Concrete and Mortars in the Workplace	8	1	27
27	Y/600/8165	Placing and Compacting Concrete in the Workplace	13	2	43

**Pathway 2 – Laying Kerbs and Channels****Group B1 – mandatory units (credit value: 21)**

Unit	Unit reference number	B1 - Mandatory units	Credit	Level	GLH
4	J/506/4673	Setting Out Secondary Dimensional Work control in the Workplace	7	2	23
5	D/503/9634	Laying Kerbs and Channels in the Workplace	14	2	47

**Group B2 – optional units (credit value: 5 credits from ONE unit)**

Unit	Unit reference number	B2 – Optional units	Credit	Level	GLH
10	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17
13	A/600/8157	Reinstating Ground Condition in the Workplace	12	2	40
14	H/503/9442	Reinstating Excavation and Highway Surfaces in the Workplace	12	2	40
17	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	8	2	27
18	M/503/9623	Installing Street Ironwork in the Workplace	9	2	30
19	K/503/9636	Providing Temporary Excavation Support in the Workplace	15	2	50

**Pathway 2 – Laying Kerbs and Channels (continued)****Group B2 – optional units (credit value: 5 credits from ONE unit)**

Unit	Unit reference number	B2 – Optional units	Credit	Level	GLH
20	J/506/4642	Preparing and Operating Forward Tipping Dumpers to Receive, Transport and Discharge Materials in the Workplace	16	2	53
21	R/506/4661	Preparing and Operating Ride-On Rollers to Compact Materials in the Workplace	16	2	53
22	A/506/4668	Preparing to, and Directing and Guiding the Movement of, Vehicles, Plant or Machinery in the Workplace	12	2	40
23	F/506/4669	Preparing for and Arranging and Securing Plant or Machinery for Transportation in the Workplace	16	2	53
24	F/506/4672	Preparing and Operating Powered Units, Tools or Pedestrian Plant, Machinery or Equipment in the Workplace	7	2	23
25	R/506/3929	Slinging and Signalling the Movement of Suspended Loads in the Workplace	10	2	33
26	K/503/9457	Preparing and Mixing Concrete and Mortars in the Workplace	8	1	27
27	Y/600/8165	Placing and Compacting Concrete in the Workplace	13	2	43

**Pathway 3 – General Building Operations****Group C1 – mandatory units (credit value: 35)**

Unit	Unit reference number	C1 - Mandatory units	Credit	Level	GLH
3	J/503/9627	Laying Modular Pavement in the Workplace	14	2	47
4	J/506/4673	Setting Out Secondary Dimensional Work control in the Workplace	7	2	23
5	D/503/9634	Laying Kerbs and Channels in the Workplace	14	2	47

**Pathway 4 – Drainage Construction****Group D1 – mandatory units (credit value: 26)**

Unit	Unit reference number	D1 - Mandatory units	Credit	Level	GLH
4	J/506/4673	Setting Out Secondary Dimensional Work control in the Workplace	7	2	23
6	Y/504/6775	Installing Drainage in the Workplace	19	2	63

**Group D2 – optional units (credit value: 5 credits from ONE unit)**

Unit	Unit reference number	D2 – Optional units	Credit	Level	GLH
10	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17
13	A/600/8157	Reinstating Ground Condition in the Workplace	12	2	40
14	H/503/9442	Reinstating Excavation and Highway Surfaces in the Workplace	12	2	40
17	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	8	2	27
18	M/503/9623	Installing Street Ironwork in the Workplace	9	2	30
19	K/503/9636	Providing Temporary Excavation Support in the Workplace	15	2	50
20	J/506/4642	Preparing and Operating Forward Tipping Dumpers to Receive, Transport and Discharge Materials in the Workplace	16	2	53
21	R/506/4661	Preparing and Operating Ride-On Rollers to Compact Materials in the Workplace	16	2	53
22	A/506/4668	Preparing to, and Directing and Guiding the Movement of, Vehicles, Plant or Machinery in the Workplace	12	2	40
23	F/506/4669	Preparing for and Arranging and Securing Plant or Machinery for Transportation in the Workplace	16	2	53
24	F/506/4672	Preparing and Operating Powered Units, Tools or pedestrian plant, Machinery or Equipment in the Workplace	7	2	23

**Group D2 – optional units (credit value: 5 credits from ONE unit) (continued)**

<b>Unit</b>	<b>Unit reference number</b>	<b>D2 – Optional units</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
25	R/506/3929	Slinging and Signalling the Movement of Suspended Loads in the Workplace	10	2	33
26	K/503/9457	Preparing and Mixing Concrete and Mortars in the Workplace	8	1	27
27	Y/600/8165	Placing and Compacting Concrete in the Workplace	13	2	43

**Pathway 5 – Structural Concreting****Group E1 – mandatory units (credit value: 35)**

Unit	Unit reference number	E1 - Mandatory units	Credit	Level	GLH
7	M/503/9637	Pouring Concrete to Form Structures in the Workplace	18	2	60
8	R/503/9663	Erecting and Striking Proprietary Formwork in the Workplace	17	2	57

**Group E2 – optional units (credit value: 5 credits from ONE unit)**

Unit	Unit reference number	E2 – Optional units	Credit	Level	GLH
10	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17
13	A/600/8157	Reinstating Ground Condition in the Workplace	12	2	40
14	H/503/9442	Reinstating Excavation and Highway Surfaces in the Workplace	12	2	40
17	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	8	2	27
18	M/503/9623	Installing Street Ironwork in the Workplace	9	2	30
19	K/503/9636	Providing Temporary Excavation Support in the Workplace	15	2	50
20	J/506/4642	Preparing and Operating Forward Tipping Dumpers to Receive, Transport and Discharge Materials in the Workplace	16	2	53
21	R/506/4661	Preparing and Operating Ride-On Rollers to Compact Materials in the Workplace	16	2	53
22	A/506/4668	Preparing to, and Directing and Guiding the Movement of, Vehicles, Plant or Machinery in the Workplace	12	2	40
23	F/506/4669	Preparing for and Arranging and Securing Plant or Machinery for Transportation in the Workplace	16	2	53
24	F/506/4672	Preparing and Operating Powered Units, Tools or Pedestrian Plant, machinery or Equipment in the Workplace	7	2	23

<b>Group E2 – optional units (credit value: 5 credits from ONE unit) (<i>continued</i>)</b>					
<b>Unit</b>	<b>Unit reference number</b>	<b>E2 – Optional units</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
25	R/506/3929	Slinging and Signalling the Movement of Suspended Loads in the Workplace	10	2	33
26	K/503/9457	Preparing and Mixing Concrete and Mortars in the Workplace	8	1	27
27	Y/600/8165	Placing and Compacting Concrete in the Workplace	13	2	43

**Pathway 6 – Non-Structural Concreting****Group F1 – mandatory units (credit value: 39)**

Unit	Unit reference number	F1 - Mandatory units	Credit	Level	GLH
9	R/504/6774	Placing and Finishing Non-Specialist Concrete in the Workplace	21	2	70
7	M/503/9637	Pouring Concrete to Form Structures in the Workplace	18	2	60

**Group F2 – optional units (credit value: 5 credits from ONE unit)**

Unit	Unit reference number	F2 – Optional units	Credit	Level	GLH
10	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17
13	A/600/8157	Reinstating Ground Condition in the Workplace	12	2	40
14	H/503/9442	Reinstating Excavation and Highway Surfaces in the Workplace	12	2	40
17	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	8	2	27
18	M/503/9623	Installing Street Ironwork in the Workplace	9	2	30
19	K/503/9636	Providing Temporary Excavation Support in the Workplace	15	2	50
20	J/506/4642	Preparing and Operating Forward Tipping Dumpers to Receive, Transport and Discharge Materials in the Workplace	16	2	53
21	R/506/4661	Preparing and Operating Ride-On Rollers to Compact Materials in the Workplace	16	2	53
22	A/506/4668	Preparing to, and Directing and Guiding the Movement of, Vehicles, Plant or Machinery in the Workplace	12	2	40
23	F/506/4669	Preparing for and Arranging and Securing Plant or Machinery for Transportation in the Workplace	16	2	53
24	F/506/4672	Preparing and Operating Powered Units, Tools or Pedestrian Plant, Machinery or Equipment in the Workplace	7	2	23



<b>Group F2 – optional units (credit value: 5 credits from ONE unit) (continued)</b>					
<b>Unit</b>	<b>Unit reference number</b>	<b>F2 – Optional units</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
25	R/506/3929	Slinging and Signalling the Movement of Suspended Loads in the Workplace	10	2	33
26	K/503/9457	Preparing and Mixing Concrete and Mortars in the Workplace	8	1	27
27	Y/600/8165	Placing and Compacting Concrete in the Workplace	13	2	43

<b>Pathway 7 – General Construction</b>					
<b>Group G1 – mandatory unit (credit value: 5)</b>					
<b>Unit</b>	<b>Unit reference number</b>	<b>G1 - Mandatory units</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
10	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17
<b>Group G2 – optional units (credit value: 19 from ONE unit)</b>					
<b>Unit</b>	<b>Unit reference number</b>	<b>G2 – Optional units</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
9	R/504/6774	Placing and Finishing Non-Specialist Concrete in the Workplace	21	2	70
6	Y/504/6775	Installing Drainage in the Workplace	19	2	63
<b>Group G3 – optional units (credit value: 5 credits from ONE unit)</b>					
<b>Unit</b>	<b>Unit reference number</b>	<b>G3 – Optional units</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
10	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17
13	A/600/8157	Reinstating Ground Condition in the Workplace	12	2	40
14	H/503/9442	Reinstating Excavation and Highway Surfaces in the Workplace	12	2	40
17	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	8	2	27
18	M/503/9623	Installing Street Ironwork in the Workplace	9	2	30
19	K/503/9636	Providing Temporary Excavation Support in the Workplace	15	2	50
20	J/506/4642	Preparing and Operating Forward Tipping Dumpers to Receive, Transport and Discharge Materials in the Workplace	16	2	53
21	R/506/4661	Preparing and Operating Ride-On Rollers to Compact Materials in the Workplace	16	2	53
22	A/506/4668	Preparing to, and Directing and Guiding the Movement of, Vehicles, Plant or Machinery in the Workplace	12	2	40

<b>Group G3 – optional units (credit value: 5 credits from ONE unit) (continued)</b>					
<b>Unit</b>	<b>Unit reference number</b>	<b>G3 – Optional units</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
23	F/506/4669	Preparing for and Arranging and Securing Plant or Machinery for Transportation in the Workplace	16	2	53
24	F/506/4672	Preparing and Operating Powered Units, Tools or Pedestrian Plant, Machinery or Equipment in the Workplace	7	2	23
25	R/506/3929	Slinging and Signalling the Movement of Suspended Loads in the Workplace	10	2	33
26	K/503/9457	Preparing and Mixing Concrete and Mortars in the Workplace	8	1	27
27	Y/600/8165	Placing and Compacting Concrete in the Workplace	13	2	43

**Pathway 8 – Excavation and Reinstatement****Group H1 – mandatory units (credit value: 22)**

Unit	Unit reference number	H1 - Mandatory units	Credit	Level	GLH
11	A/503/9639	Locating and Protecting Utilities Apparatus and Sub-Structures in the Workplace	12	2	40
12	Y/503/9650	Excavating Holes and Trenches – Manual Digging in the Workplace	10	2	33

**Group H2 – optional units (credit value: 12 from ONE unit)**

Unit	Unit reference number	H2 – Optional units	Credit	Level	GLH
13	A/600/8157	Reinstating Ground Condition in the Workplace	12	2	40
14	H/503/9442	Reinstating Excavation and Highway Surfaces in the Workplace	12	2	40

**Group H3 – optional units (credit value: 5 credits from ONE unit)**

Unit	Unit reference number	H3 – Optional units	Credit	Level	GLH
10	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17
13	A/600/8157	Reinstating Ground Condition in the Workplace	12	2	40
14	H/503/9442	Reinstating Excavation and Highway Surfaces in the Workplace	12	2	40
17	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	8	2	27
18	M/503/9623	Installing Street Ironwork in the Workplace	9	2	30
19	K/503/9636	Providing Temporary Excavation Support in the Workplace	15	2	50
26	K/503/9457	Preparing and Mixing Concrete and Mortars in the Workplace	8	1	27
27	Y/600/8165	Placing and Compacting Concrete in the Workplace	13	2	43

**Pathway 8 – Excavation and Reinstatement** *(continued)***Group H3 – optional units (credit value: 5 credits from ONE unit)**

<b>Unit</b>	<b>Unit reference number</b>	<b>H3 – Optional units</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
20	J/506/4642	Preparing and Operating Forward Tipping Dumpers to Receive, Transport and Discharge Materials in the Workplace	16	2	53
21	R/506/4661	Preparing and Operating Ride-On Rollers to Compact Materials in the Workplace	16	2	53
22	A/506/4668	Preparing to, and Directing and Guiding the Movement of, Vehicles, Plant or Machinery in the Workplace	12	2	40
23	F/506/4669	Preparing for and Arranging and Securing Plant or Machinery for Transportation in the Workplace	16	2	53
24	F/506/4672	Preparing and Operating Powered Units, Tools or Pedestrian Plant, Machinery or Equipment in the Workplace	7	2	23
25	R/506/3929	Slinging and Signalling the Movement of Suspended Loads in the Workplace	10	2	33

## Additional units

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

**Group AD – additional units for all pathways (learners may take additional units from Group AD although they are not necessary to achieve the qualification)**

Unit	Unit reference number	AD - Additional units	Credit	Level	GLH
10	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17
13	A/600/8157	Reinstating Ground Condition in the Workplace	12	2	40
14	H/503/9442	Reinstating Excavation and Highway Surfaces in the Workplace	12	2	40
17	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	8	2	27
18	M/503/9623	Installing Street Ironwork in the Workplace	9	2	30
19	K/503/9636	Providing Temporary Excavation Support in the Workplace	15	2	50
20	J/506/4642	Preparing and Operating Forward Tipping Dumpers to Receive, Transport and Discharge Materials in the Workplace	16	2	53
21	R/506/4661	Preparing and Operating Ride-On Rollers to Compact Materials in the Workplace	16	2	53
22	A/506/4668	Preparing to, and Directing and Guiding the Movement of, Vehicles, Plant or Machinery in the Workplace	12	2	40
23	F/506/4669	Preparing for and Arranging and Securing Plant or Machinery for Transportation in the Workplace	16	2	53
24	F/506/4672	Preparing and Operating Powered Units, Tools or Pedestrian Plant, Machinery or Equipment in the Workplace	7	2	23
25	R/506/3929	Slinging and Signalling the Movement of Suspended Loads in the Workplace	10	2	33

## How is the qualification graded and assessed?

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

To pass a unit a learner must:

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

The qualification is designed to be assessed:

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

### Assessment requirements/strategy

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

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

Learners may provide evidence of occupational competence from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace. The 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, 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 our website at [qualifications.pearson.com](http://qualifications.pearson.com)
- a **combination** of these.

It is important that the evidence provided to satisfy the unit and learning outcomes' assessment criteria, as well as the requirements of ConstructionSkills' assessment requirements/strategy is:

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

## Types of evidence

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

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

The abbreviations may be used for cross-referencing purposes.

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

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on our website [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, centres can develop their own recording documents.



# Centre recognition and approval

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## Centre recognition

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

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

Guidance on seeking approval to deliver Pearson vocational qualifications is available at [qualifications.pearson.com](http://qualifications.pearson.com).

## Approvals agreement

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

## Quality assurance

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Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

## What resources are required?

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

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

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



# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>					This is the formal title of the unit that will appear on the learners certificate
<b>Unit reference number:</b>					This is the unit owner's reference number for the specified unit.
<b>Level:</b>					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
<b>Credit value:</b>					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
<b>Guided learning hours:</b>					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

# Units

# **Unit 1: Conforming to General Health, Safety and Welfare in the Workplace**

**Unit reference number:** A/503/1170

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 7

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## **Unit summary**

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

## **Assessment requirements/evidence requirements**

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Update by CITB, July 2014: For assessment criteria 2.3 and 2.4, it may not be possible or necessary for the learner to list the top ten HSE safety risks, or the top five common health risks, to meet the learning outcome. Learners are allowed to meet this outcome by listing the current common safety and health risks.

## **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Comply with all workplace health, safety and welfare legislation requirements</p>	<p>1.1 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area</p> <p>1.2 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements</p> <p>1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment</p> <p>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:</p> <ul style="list-style-type: none"> <li>- collective protective measures</li> <li>- personal protective equipment (PPE)</li> <li>- respiratory protective equipment (RPE)</li> <li>- local exhaust ventilation (LEV)</li> </ul> <p>1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment</p> <p>1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area</p> <p>1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work</p>			

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"> <li>- dealing with accidents and emergencies associated with the work and environment</li> <li>- methods of receiving or sourcing information</li> <li>- reporting</li> <li>- stopping work</li> <li>- evacuation</li> <li>- fire risks and safe exit procedure</li> <li>- consultation and feedback</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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			
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"> <li>- recognising when to stop work in the face of serious and imminent danger to self and/or others reporting</li> <li>- contributing to discussions and providing feedback</li> <li>- reporting changed circumstances and incidents in the workplace</li> <li>- complying with the environmental requirements of the workplace</li> </ul> 4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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"> <li>- during the working day</li> <li>- on completion of the day's work</li> <li>- for unauthorised personnel (other operatives and the general public)</li> <li>- for theft</li> </ul> 5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

## **Unit 2:**

# **Conforming to Productive Working Practices in the Workplace**

**Unit reference number:** J/503/1169

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 10

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### **Unit summary**

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

### **Assessment requirements/evidence requirements**

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

### **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Communicate with others to establish productive work practices</p>	<p>1.1 Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively</p> <p>1.2 Describe the different methods of communicating with line management, colleagues and customers</p> <p>1.3 Describe how to use different methods of communication to ensure that the work carried out is productive</p>			
<p>2 Follow organisational procedures to plan the sequence of work</p>	<p>2.1 Interpret relevant information from organisational procedures in order to plan the sequence of work</p> <p>2.2 Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively</p> <p>2.3 Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to:</p> <ul style="list-style-type: none"> <li>– using resources for own and other’s work requirements</li> <li>– allocating appropriate work to employees</li> <li>– organising the work sequence</li> <li>– reducing carbon emissions</li> </ul> <p>2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain relevant records in accordance with the organisational procedures	3.1 Complete relevant documentation according to the occupation as required by the organisation  3.2 Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: – job cards – worksheets – material/resource lists – time sheets  3.3 Explain the reasons for ensuring documentation is completed clearly and within given timescales			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Maintain good working relationships when conforming to productive working practices	4.1 Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships  4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others  4.3 Describe how to maintain good working relationships, in relation to: – individuals – customer and operative – operative and line management – own and other occupations  4.4 Describe why it is important to work effectively with line management, colleagues and customers  4.5 Describe how working relationships could have an effect on productive working  4.6 Describe how to apply principles of equality and diversity when communicating and working with others			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

## Unit 3: Laying Modular Pavement in the Workplace

Unit reference number: J/503/9627

**Level:** 2

**Credit value:** 14

**Guided learning hours:** 47

## Unit summary

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

### Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsement:

- own occupational area of work.

Plus against one of the following:

- block paving
- brick paving
- stone/concrete setts
- flags
- natural stone rough cut
- natural stone uniformly cut.



## **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when laying modular pavement</p>	<p>1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules, risk assessments, method statements, manufacturers' information and regulations governing the laying of modular pavement</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when laying modular pavement	2.1 Describe their responsibilities regarding potential accidents and health hazards whilst working: <ul style="list-style-type: none"> <li>– 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</li> </ul> 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 laying modular pavement	3.1 Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when laying modular pavement  3.2 Comply with information relating to specific risks to health when laying modular pavement  3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to laying modular pavement, 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> 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 lay modular pavement</p>	<p>4.1 Select resources associated with own work in relation to materials and components, and tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– sand, graded granular material, lean mix concrete</li> <li>– blocks, stone setts, bricks, flags, natural stone</li> <li>– hand and/or powered tools and equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to lay modular pavement</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when laying modular pavement	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 laying modular pavement	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to lay modular pavement to the required specification</p>	<p>7.2 Lay modular pavement manually and/or by machine to given working instructions, for one of the following:</p> <ul style="list-style-type: none"> <li>- block paving</li> <li>- brick paving</li> <li>- stone/concrete setts</li> <li>- natural stone rough cut (riven/cropped)</li> <li>- natural stone uniformly cut (sawn in dimension)</li> <li>- flags</li> </ul> <p>7.3 Safely use materials, hand tools, portable power tools and ancillary equipment</p> <p>7.4 Safely store the materials, tools and equipment used when laying modular pavement</p>			

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"> <li>- confirm the type of block, brick, sett, flag and natural stone modular pavement</li> <li>- set out the area and prepare ground and foundation for modular pavement construction</li> <li>- confirm substrate matches given specification</li> <li>- mark and cut modular paving</li> <li>- lay modular block, brick, sett, flag and natural stone pavements manually and/or by machine</li> <li>- lay modular block, brick, sett, flag and natural stone pavement, domestic and/or commercial to the required design/pattern, levels and stability</li> </ul>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6 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"> <li>– monitor work against specification(s)</li> <li>– identify the differences between rigid (bound) and flexible (unbound) paving</li> <li>– install kerbs, channels, edgings and drainage</li> <li>– lift modular paving for removal maintenance and repair</li> <li>– maintain and repair modular paving to match existing design functions</li> <li>– use hand tools, power tools and equipment</li> </ul> <p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when laying modular pavement</p> <p>7.8 Describe how to maintain the tools and equipment used when laying modular pavement</p>			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

## Unit 4: Setting Out Secondary Dimensional Work Control in the Workplace

Unit reference number: J/506/4673

**Level:** 2

**Credit value:** 7

**Guided learning hours:** 23

## Unit summary

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

### Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in 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:

- Lines
- Levels
- Depths
- Areas
- Heights
- Angles.

This unit must be assessed against the endorsements detailed within the relevant Rule of Combination (RoC). Please refer to the RoC applicable to the qualification/occupational area in which the candidate is being assessed.

## **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to setting out dimensional control of the work</p>	<p>1.1 Interpret and extract information from drawings, method statements, specifications, schedules manufacturers' information and reference point</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules, method statements, manufacturers' information, reference points and regulations governing buildings and construction work</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance to set out dimensional control of the work</p>	<p>2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working:</p> <ul style="list-style-type: none"> <li>– 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</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 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 working practices when setting out dimensional control of the work	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during setting out dimensional control of the work  3.2 Demonstrate compliance with given information and relevant legislation when setting out dimensional control of the work in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use of access equipment/working platforms</li> <li>– safe handling of materials</li> <li>– safe use and storage of materials, tools and equipment</li> <li>– specific risks to health</li> </ul> 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to setting out dimensional control of the work, 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions</p> <p>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 activities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources to set out dimensional control of the work</p>	<p>4.1 Select resources associated with the work in relation to measuring tools and instruments, marking materials/components, tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>- measuring tools and instruments</li> <li>- marking equipment</li> <li>- level and alignment tools.</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to identify quantity of resources associated with the method/procedure to set out for secondary dimensional work control</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when setting out dimensional control of the work	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures  5.2 Prevent damage and maintain a clean work area  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 setting out dimensional control of the work	6.1 Demonstrate completion of the work within the allocated time  6.2 Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to set out dimensional control of the work to the required specification</p>	<p>7.1 Demonstrate the following work skills when setting out dimensional control of the work:</p> <ul style="list-style-type: none"> <li>- transferring, transposing, levelling, measuring, marking, positioning, fixing and securing</li> </ul> <p>7.2 Use and maintain hand tools, measuring and marking equipment</p> <p>7.3 Set out secondary dimensional control for the work to given working instructions for three or more of the following:</p> <ul style="list-style-type: none"> <li>- line</li> <li>- level</li> <li>- depth</li> <li>- area</li> <li>- height</li> <li>- angle</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>– measure and set out secondary dimensional control for the work</li> <li>– measure, align and level to dimensional control requirements</li> <li>– transfer and set out lines, angles and levels to dimensional control requirements</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– use hand tools, measuring and marking equipment</li> <li>– work at height</li> <li>– use access equipment</li> </ul> <p>7.5 Describe how to calculate height, depth, angle, length and area associated with the method/procedure to set out secondary dimensional work control</p> <p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when setting out dimensional control of the work</p> <p>7.7 Describe how to maintain the hand tools, measuring, marking and ancillary and equipment used to set out dimensional control of the work</p>			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Unit 5: Laying Kerbs and Channels in the Workplace

Unit reference number: D/503/9634

**Level:** 2

**Credit value:** 14

**Guided learning hours:** 47

## Unit summary

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

### Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsement:

- own occupational area of work.

Plus against one of the following:

- kerbs
- channels.

## **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when laying kerbs and channels</p>	<p>1.1 Interpret and extract relevant information from drawings, risk assessment, method statements, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, risk assessments, method statements, manufacturers' information and regulations for laying kerbs and channels</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when laying kerbs and channels	2.1 Describe their responsibilities regarding potential accidents and health hazards whilst working: <ul style="list-style-type: none"> <li>– 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</li> </ul> 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 laying kerbs and channels	3.1 Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when laying kerbs and channels  3.2 Comply with information relating to specific risks to health when laying kerbs and channels  3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to laying kerbs and channels, 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> 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 lay kerbs and channels</p>	<p>4.1      Select resources associated with own work in relation to materials and components, and tools and equipment</p> <p>4.2      Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>–   sand, cement, aggregates, additives</li> <li>–   kerbs and channels</li> <li>–   hand and/or powered tools and ancillary equipment</li> </ul> <p>4.3      Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4      Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5      Describe any potential hazards associated with the resources and methods of work</p> <p>4.6      Describe how to calculate quantity, length, area and wastage associated with the method/procedure to lay kerbs and channels</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when laying kerbs and channels	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 laying kerbs and channels	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to lay kerbs and channels to the required specification</p>	<p>7.1 Demonstrate the following work skills when laying kerbs and channels:</p> <ul style="list-style-type: none"> <li>– measuring, marking out, cutting, positioning, levelling, aligning, compacting and finishing</li> </ul> <p>7.2 Lay kerbs and/or channels to given working instructions</p> <p>7.3 Safely use materials, hand tools, portable power tools and ancillary equipment</p> <p>7.4 Safely store the materials, tools and equipment used when laying kerbs and channels</p> <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"> <li>– identify different types of kerbs or channels</li> <li>– set out the area and prepare ground and foundation for laying kerbs or channels</li> <li>– lay and align kerbs or channels to the required specifications</li> <li>– mark and cut kerbs and channels</li> <li>– monitor work against specification</li> <li>– use hand tools, power tools and equipment</li> </ul> <p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when laying kerbs and channels</p> <p>7.7 Describe how to maintain the tools and equipment used when laying kerbs and channels</p>			

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Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 6: Installing Drainage in the Workplace**

**Unit reference number:** Y/504/6775

**Level:** 2

**Credit value:** 19

**Guided learning hours:** 63

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### **Unit summary**

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

### **Assessment requirements/evidence requirements**

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

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

- pipework
- inspection chambers
- surface water systems
- foul water systems.

## **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when installing drainage</p>	<p>1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing the installation and construction of drainage systems</li> </ul>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when installing drainage	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– 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</li> </ul> 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 drainage	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 installing drainage  3.2 Comply with information relating to specific risks to health when installing drainage  3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing drainage, 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> 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 install drainage</p>	<p>4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– pipes, fittings and ancillary components</li> <li>– pre-cast (metal, concrete, clay or plastic) components</li> <li>– bricks, blocks and sandbags</li> <li>– granular materials, aggregates, cement, concrete, mortars and sand</li> <li>– sealant materials (adhesives, compounds, solvents)</li> <li>– hand and/or powered tools and equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install drainage</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing drainage	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 drainage	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to install drainage to the required specification</p>	<p>7.1 Demonstrate the following work skills when installing drainage:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, laying, positioning, fitting, levelling, plumbing, aligning, securing and testing</li> </ul> <p>7.2 Install and test new and/or replacement, foul and/or surface water drainage for two of the following to given working instructions:</p> <ul style="list-style-type: none"> <li>- pipework (e.g. clay, concrete, metal, or plastic)</li> <li>- inspection chambers (e.g. brick, concrete, metal or plastic)</li> <li>- surface water systems (e.g. cells, culverts, high capacity, linear, balancing ponds, interceptors, recycling equipment, soak-a-ways, sustainable urban drainage systems)</li> <li>- foul water systems (e.g. cess pools, septic tanks, reed beds, treatment plants)</li> </ul> <p>7.3 Safely use materials, hand tools, portable power tools and ancillary equipment</p> <p>7.4 Safely store the materials, tools and equipment used when installing drainage</p>			

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"> <li>- excavate trenches and provide trench support</li> <li>- confirm ground conditions, site and excavations are suitable for the drainage installation work</li> <li>- prepare bedding for pipework</li> <li>- determine levels and gradients</li> <li>- identify the differences between surface and foul water drainage</li> <li>- lay, position, level, plumb, align, fit, fix and secure new and replacement drainage systems</li> <li>- construct structures of a drainage system (storm alleviation, culverts, inspection chambers, lateral drains, overflows, sumps, filter drains, sustainable urban drainage systems)</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6 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"> <li>– assemble pre-cast components (metal, concrete, clay and plastic) of a drainage system structure (inspection chambers, street iron work)</li> <li>– connect and seal new systems to existing systems</li> <li>– conduct smoke, water, ball and close circuit television tests on drainage systems</li> <li>– work with plant and machinery</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height and below ground level</li> <li>– use access equipment</li> </ul> <p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when installing drainage</p> <p>7.8 Describe how to maintain the tools and equipment used when installing drainage</p>			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

## Unit 7: Pouring Concrete to Form Structures in the Workplace

Unit reference number: M/503/9637

**Level:** 2

**Credit value:** 18

**Guided learning hours:** 60

## Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in pouring concrete to form structures in the workplace within the relevant sector of industry.

### Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

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

- Own occupational area of work

Plus against two of the following:

- Chute
- Elephant's trunk
- Skip
- Pump
- Mono-rail.



## **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when pouring concrete to form structures</p>	<p>1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules, risk assessments, method statements, manufacturers' information and regulations governing construction works</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when pouring concrete to form structures	2.1 Describe their responsibilities regarding potential accidents and health hazards whilst working: <ul style="list-style-type: none"> <li>– 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</li> </ul> 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
<p>3 Maintain safe and healthy working practices when pouring concrete to form structures</p>	<p>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 pouring concrete to form structures</p> <p>3.2 Comply with information relating to specific risks to health when pouring concrete to form structures</p> <p>3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to pouring concrete to form structures, 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> <p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions</p> <p>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</p>			

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 pour concrete to form structures</p>	<p>4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– ready-mix concrete materials</li> <li>– slump test equipment, skips, poker vibrator, tampers, floats and trowels</li> <li>– hand and/or powered tools and equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to pour concrete to form structures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when pouring concrete to form structures	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 pouring concrete to form structures	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to pour concrete to form structures to the required specification</p>	<p>7.1 Demonstrate the following work skills when pouring concrete to form structures:</p> <ul style="list-style-type: none"> <li>- measuring, positioning, placing, spreading, vibrating, compacting and finishing</li> </ul> <p>7.2 Place, compact and finish structural concrete in horizontal and vertical formwork to given working instructions relating to two of the following placements:</p> <ul style="list-style-type: none"> <li>- chute</li> <li>- elephant's trunk</li> <li>- skip</li> <li>- pump</li> <li>- mono-rail</li> </ul> <p>7.3 Safely use materials, hand tools, portable power tools and ancillary equipment</p> <p>7.4 Safely store the materials, tools and equipment used when pouring concrete to form structures</p>			

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"> <li>– assess and confirm suitability of concrete and area for placement</li> <li>– place concrete by chute, elephant’s trunk, overhead skip, pumping</li> <li>– pour to correct levels and coverage of steel reinforcement</li> <li>– work with and around plant and machinery</li> <li>– support consistency testing</li> <li>– vibrate, compact, finish and cure the structural concrete</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment</li> </ul> <p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when pouring concrete to form structures</p> <p>7.7 Describe how to maintain the tools and equipment used when pouring concrete to form structures</p>			



Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 8: Erecting and Striking Proprietary Formwork in the Workplace**

**Unit reference number:** R/503/9663

**Level:** 2

**Credit value:** 17

**Guided learning hours:** 57

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting and striking proprietary formwork in the workplace within the relevant sector of industry.

### **Assessment requirements/evidence requirements**

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment

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 make provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when erecting and striking proprietary formwork</p>	<p>1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules, and manufacturers' and suppliers information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, risk assessments, method statements, and manufacturers' and suppliers information</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when erecting and striking proprietary formwork	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– 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</li> </ul> 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 erecting and striking proprietary formwork	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 erecting and striking proprietary formwork  3.2 Comply with information relating to specific risks to health when erecting and striking proprietary formwork  3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting and striking proprietary formwork, 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> 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 erect and strike proprietary formwork</p>	<p>4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- proprietary formwork and associated items</li> <li>- tie systems</li> <li>- prop systems</li> <li>- protective coatings</li> <li>- fixtures and fittings</li> <li>- access equipment</li> <li>- hand and/or powered tools and equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect and strike proprietary formwork</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 striking proprietary formwork	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 erecting and striking proprietary formwork	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to erect and strike proprietary formwork to the required specification</p>	<p>7.1 Demonstrate the following work skills when erecting and striking proprietary formwork:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, aligning, positioning, levelling, plumbing, securing, removing and storing</li> </ul> <p>7.2 Erect and strike proprietary formwork to given working instructions</p> <p>7.3 Safely use materials, hand tools, portable power tools and ancillary equipment</p> <p>7.4 Safely store the materials, tools and equipment used when erecting and striking proprietary formwork</p> <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"> <li>- erect and strike proprietary formwork for walls, columns, beams, soffits, channels, ground slabs and bases</li> <li>- attach and remove safe lifting provision</li> <li>- position, secure and remove prop and tie systems</li> <li>- apply release agents</li> <li>- move, clean, stack and store proprietary forms</li> <li>- work with plant and machinery</li> <li>- use hand tools, power tools and equipment</li> <li>- work at height</li> <li>- use access equipment</li> </ul>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when erecting and striking proprietary formwork</p> <p>7.7 Describe how to maintain the tools and equipment used when erecting and striking proprietary formwork</p>			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Unit 9: Placing and Finishing Non-Specialist Concrete in the Workplace

<b>Unit reference number:</b>	R/504/6774
<b>Level:</b>	2
<b>Credit value:</b>	21
<b>Guided learning hours:</b>	70

## Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in placing and finishing non-specialist concrete in the workplace within the relevant sector of industry.

### Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

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 three of the following endorsements:

- concrete slabs/bases
- form slab edging
- position reinforcement
- form surface finish.

## **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when placing and finishing non-specialist concrete</p>	<p>1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and current regulations associated with placing and finishing non-specialist concrete</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when placing and finishing non-specialist concrete	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– 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</li> </ul> 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 placing and finishing non-specialist concrete	3.1 Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when placing and finishing non-specialist concrete  3.2 Comply with information relating to specific risks to health when placing and finishing non-specialist concrete  3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to placing and finishing non-specialist concrete, 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> 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 place and finish non-specialist concrete</p>	<p>4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– concrete, fabric reinforcement, timber, plywood, proprietary slab edgings and fixings</li> <li>– hand tools and equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to place and finish non-specialist concrete</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when placing and finishing non-specialist concrete	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 Minimise damage and maintain a clean work space 5.3 Dispose of waste in accordance with current legislation 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6 Complete the work within the allocated time when placing and finishing non-specialist concrete	6.1 Demonstrate completion of the work within the allocated time 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to place and finish non-specialist concrete to the required specification</p>	<p>7.1 Demonstrate the following work skills when placing and finishing non-specialist concrete:</p> <ul style="list-style-type: none"> <li>– measuring, marking out, laying, compacting, finishing, positioning and securing</li> </ul> <p>7.2 Lay and finish concrete to given working instructions for three of the following:</p> <ul style="list-style-type: none"> <li>– concrete slabs/bases (footing, oversites or paths)</li> <li>– form slab edging</li> <li>– position reinforcement</li> <li>– form surface finish (tamped, floated, brushed and trowelled)</li> </ul> <p>7.3 Safely use materials, hand tools and ancillary equipment</p> <p>7.4 Safely store the materials, tools and equipment used when placing and finishing non-specialist concrete</p>			

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"> <li>– handle, transport and test concrete</li> <li>– transport, lay, compact, cure and protect concrete with tamped, floated, brushed and trowelled finishes</li> <li>– cure and protect</li> <li>– place fabric reinforcement</li> <li>– concrete mix ratios (volume and gauge boxes)</li> <li>– place concrete into formwork and shuttering</li> <li>– form slab edging</li> <li>– work with plant and machinery</li> <li>– use hand tools and ancillary equipment</li> </ul> <p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when placing and finishing non-specialist concrete</p> <p>7.7 Describe how to maintain the tools and equipment used when placing and finishing non-specialist concrete</p>			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

## **Unit 10: Moving, Handling and Storing Resources in the Workplace**

**Unit reference number:** F/503/1171

**Level:** 2

**Credit value:** 5

**Guided learning hours:** 17

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### **Unit summary**

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

### **Assessment requirements/evidence requirements**

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

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 make provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

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

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

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– 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</li> </ul> 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative           2.3 Explain what the accident reporting procedures are and who is responsible for making the reports.           2.4 State the appropriate types of fire extinguishers relevant to the work           2.5 Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Maintain safe working practices when moving, handling and/or storing resources	3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources			
		3.2 Use lifting aids safely as appropriate to the work			
		3.3 Protect the environment in accordance with safe working practices as appropriate to the work			
		3.4 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul>			
		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
<p>4      Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources</p>	<p>4.1      Select the relevant resources to be moved, handled and/or stored, associated with own work</p> <p>4.2      Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to:</p> <ul style="list-style-type: none"> <li>–    lifting and handling aids</li> <li>–    container(s)</li> <li>–    fixing, holding and securing systems</li> </ul> <p>4.3      Describe how the resources should be handled and how any problems associated with the resources are reported</p> <p>4.4      Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5      Describe any potential hazards associated with the resources and methods of work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources	5.1 Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures  5.2 Dispose of waste and packaging in accordance with legislation  5.3 Maintain a clean work space when moving, handling or storing resources  5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions  5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6 Complete the work within the allocated time when moving, handling and/or storing resources	6.1 Demonstrate completion of the work within the allocated time  6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given occupational resource information to move, handle and/or store resources to the required guidance</p>	<p>7.1 Demonstrate the following work skills when moving, handling and/or storing occupational resources:</p> <ul style="list-style-type: none"> <li>– moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques</li> </ul> <p>7.2 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"> <li>– sheet material</li> <li>– loose material</li> <li>– bagged or wrapped material</li> <li>– fragile material</li> <li>– tools and equipment</li> <li>– components</li> <li>– liquids</li> </ul> <p>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</p> <p>7.4 Describe the needs of other occupations when moving, handling and/or storing resources</p>			

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Assessor signature: \_\_\_\_\_

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*(if sampled)*

## **Unit 11: Locating and Protecting Utilities Apparatus and Sub-Structures in the Workplace**

**Unit reference number:** A/503/9639

**Level:** 2

**Credit value:** 12

**Guided learning hours:** 40

### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in locating and protecting utilities apparatus and sub-structures in the workplace within the relevant sector of industry.

### **Assessment requirements/evidence requirements**

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the Construction Skills 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 make provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when locating and protecting utilities apparatus and sub-structures</p>	<p>1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules, survey information and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, risk assessments, method statements, organisational and manufacturers' information and regulations governing utilities</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when locating and protecting utilities apparatus and sub-structures	2.1 Describe their responsibilities regarding potential accidents and health hazards whilst working: <ul style="list-style-type: none"> <li>– 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</li> </ul> 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           2.4 Describe the types of fire extinguishers available when locating and protecting utilities apparatus and sub-structures and describe how and when they are used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when locating and protecting utilities apparatus and sub-structures	3.1 Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when locating and protecting utilities apparatus and sub-structures  3.2 Comply with information relating to specific risks to health when locating and protecting utilities apparatus and sub-structures  3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to locating and protecting utilities apparatus and sub-structures, 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, damage to utilities apparatus and sub-structures and other task-related hazards</p> <p>3.6 Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with locating and protecting utilities apparatus and sub-structures as relevant to the operations</p>			

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 locate and protect utilities apparatus and sub-structures</p>	<p>4.1 Select resources associated with own work in relation to materials and components, tools and equipment, and electronic location instruments</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- electronic instruments</li> <li>- marking and protection materials</li> <li>- hand and/or powered tools and equipment</li> <li>- ancillary equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when locating and protecting utilities apparatus and sub-structures	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 locating and protecting utilities apparatus and sub-structures	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to locate and protect utilities apparatus and sub-structures to the required specification</p>	<p>7.1 Demonstrate the following work skills when locating and protecting utilities apparatus and sub-structures:</p> <ul style="list-style-type: none"> <li>– measuring, locating, marking out, positioning, protecting and securing</li> </ul> <p>7.2 Locate and protect sub-surface and/or overhead utilities apparatus to given working instructions, relating to:</p> <ul style="list-style-type: none"> <li>– gas, fuel, electric, communications, water and sewage</li> </ul> <p>7.3 Safely use materials, hand tools, portable power tools, ancillary equipment and electronic instruments</p> <p>7.4 Safely store the materials, tools and equipment used when locating and protecting utilities apparatus and sub-structures</p>			

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"> <li>- ensure electronic equipment is calibrated</li> <li>- identify utilities apparatus and sub-structures by electronic location, trial holes and visual</li> <li>- confirm the type of service (gas, fuel, electric, communication, water, sewage)</li> <li>- confirm structures (foundations, manholes, inspection chambers, joint/junction boxes)</li> <li>- confirm any natural environment (tree roots, natural watercourse)</li> <li>- mark the location of the service apparatus and sub-structures</li> <li>- provide for the recognition and protection of the service apparatus, sub-structure, and the natural environment during operational activities</li> <li>- use hand tools, power tools and equipment</li> <li>- work at height</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when locating and protecting utilities apparatus and sub-structures</p> <p>7.7 Describe how to maintain the tools and equipment used when locating and protecting utilities apparatus and sub-structures</p>			

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Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## **Unit 12: Excavating Holes and Trenches – Manual Digging in the Workplace**

<b>Unit reference number:</b>	Y/503/9650
<b>Level:</b>	2
<b>Credit value:</b>	10
<b>Guided learning hours:</b>	33

## Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in excavating holes and trenches – manual digging in the workplace within the relevant sector of industry.

### Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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:

- own occupational area of work.

## Assessment methodology

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when excavating holes and trenches by manual digging</p>	<p>1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules, risk assessments, method statements, manufacturers' information, statutory and regulatory Codes of Practice for excavations and support of the excavations</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when excavating holes and trenches by manual digging	2.1 Describe their responsibilities regarding potential accidents and health hazards whilst working: <ul style="list-style-type: none"> <li>– 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</li> </ul> 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 excavating holes and trenches by manual digging	3.1 Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when excavating holes and trenches by manual digging  3.2 Comply with information relating to specific risks to health when excavating holes and trenches by manual digging  3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to excavating holes and trenches by manual digging 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> 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 excavate holes and trenches by manual digging</p>	<p>4.1 Select resources associated with own work in relation to materials and components, and tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– digging equipment for the excavation of holes and trenches</li> <li>– hand and/or powered tools and ancillary equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to excavate holes and trenches by manual digging</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when excavating holes and trenches by manual digging	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 excavating holes and trenches by manual digging	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to excavate holes and trenches by manual digging to the required specification	7.1 Demonstrate the following work skills when excavating holes and trenches by manual digging: – measuring, marking out, excavating and securing 7.2 Excavate holes and trenches in highway location and/or construction site to given working instructions 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment 7.4 Safely store the materials, tools and equipment used when excavating holes and trenches by manual digging			

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"> <li>– identify and confirm the type of surface and sub-surface composition</li> <li>– remove ironwork, modular components</li> <li>– excavate ground structures manually</li> <li>– guide excavating machine to excavate ground structures</li> <li>– avoid damage to service apparatus and sub-structures</li> <li>– identify and store excavated and reusable materials</li> <li>– position, secure and remove excavation supports</li> <li>– provide for access and egress</li> <li>– work with plant and machinery</li> <li>– use hand tools, power tools and equipment</li> </ul> <p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when excavating holes and trenches by manual digging</p> <p>7.7 Describe how to maintain the tools and equipment used when excavating holes and trenches by manual digging</p>			

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Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

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*(if sampled)*

## **Unit 13: Reinstating Ground Condition in the Workplace**

**Unit reference number:** A/600/8157

**Level:** 2

**Credit value:** 12

**Guided learning hours:** 40

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of 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 make provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when reinstating ground condition</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules and manufacturers' information</li> </ul>			
<p>2 Know how to comply with relevant legislation and official guidance when reinstating ground condition</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>- 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</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.</p> <p>2.3 State 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 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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"> <li>– flags, blocks, edging, aggregates, cement, black top, top soil, seeds</li> <li>– hand and/or powered tools and equipment</li> </ul> 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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to reinstate ground condition to the required specification</p>	<p>7.1 Demonstrate the following work skills when reinstating ground condition:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, laying, bedding, positioning, securing and finishing</li> </ul> <p>7.2 Reinstall ground conditions to contractor's working instructions for at least two of the following:</p> <ul style="list-style-type: none"> <li>- flag</li> <li>- block</li> <li>- concrete</li> <li>- black top surfaces</li> <li>- cultivated and grassed areas</li> </ul> <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- place and compact sub-grade and sub-base</li> <li>- form levels</li> <li>- reinstall hard landscaping of flag, block, concrete and black top surfaces</li> <li>- reinstall cultivated and grassed areas</li> <li>- use hand tools, power tools and equipment</li> </ul> <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 State the needs of other occupations and how to communicate within a team when reinstating ground condition</p> <p>7.6 Describe how to maintain the tools and equipment used when reinstating ground condition</p>			

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## **Unit 14: Reinstating Excavation and Highway Surfaces in the Workplace**

**Unit reference number:** H/503/9442

**Level:** 2

**Credit value:** 12

**Guided learning hours:** 40

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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 own occupational area of work, plus against two of the following endorsements:

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

## **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when reinstating excavation and highway surfaces</p>	<p>1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules, risk assessments, method statements, manufacturers' information and regulations governing excavations and reinstatement work on highways</li> </ul>			



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"> <li>– 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</li> </ul> 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 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: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> 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>	<p>4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– new and re-usable materials, sub-base, road-base and pavement surface</li> <li>– cold-lay, warm lay and hot-lay bituminous materials</li> <li>– sands, jointing materials</li> <li>– concrete, blocks and flags</li> <li>– natural soil based materials</li> <li>– hand and/or powered tools and equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to reinstate excavation and highway surfaces to the required specification</p>	<p>7.1 Demonstrate the following work skills when reinstating excavation and highway surfaces:</p> <ul style="list-style-type: none"> <li>– backfilling, consolidating, laying, compacting, positioning, securing and finishing</li> </ul> <p>7.2 Reinstall excavations and highway surfaces to given working instructions, relating to two of the following:</p> <ul style="list-style-type: none"> <li>– sub-grades, sub-bases, road-bases</li> <li>– cold lay bituminous</li> <li>– warm lay bituminous</li> <li>– hot lay bituminous</li> <li>– concrete</li> <li>– modular</li> </ul> <p>7.3 Safely use materials, hand tools, portable power tools and ancillary equipment</p> <p>7.4 Safely store the materials, tools and equipment used when reinstating excavation and highway surfaces</p>			

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"> <li>- confirm the type of ground structure for reinstatement (bituminous, concrete, modular, natural)</li> <li>- reinstate and compact backfill, sub-grades, sub-bases, road-bases pavement base for the relevant type of ground structure</li> <li>- protect service apparatus and sub-structures during reinstatement</li> <li>- reinstate the relevant type of ground surface, pavement surface, specialist surface treatments, kerbs, edge restraints, street ironwork and pavement markings</li> <li>- dispose of surplus materials</li> <li>- use hand tools, power tools and equipment</li> </ul> <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 15: Establishing Work Area Protection and Safety in the Workplace

<b>Unit reference number:</b>	T/503/9560
<b>Level:</b>	2
<b>Credit value:</b>	10
<b>Guided learning hours:</b>	33

## Unit summary

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

### Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the Construction Skills 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 make provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

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

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



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when establishing work area protection and safety</p>	<p>1.1 Interpret and extract relevant information from drawings, plans, risk assessments, method statements, specifications, schedules, site inspections and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, plans, risk assessments, method statements, specifications, schedules, site inspection reports, manufacturers' information, regulations and official guidance associated with protecting work areas</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when establishing work area protection and safety	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– 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</li> </ul> 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative           2.3 Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when establishing work area protection and safety	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when establishing work area protection and safety  3.2 Comply with information relating to specific risks to health when establishing work area protection and safety  3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to establishing work area protection and safety, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> 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 establish work area protection and safety</p>	<p>4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– safety and security barriers</li> <li>– protection and safety notices</li> <li>– temporary structures</li> <li>– signs and lighting</li> <li>– hand and/or powered tools and equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity, length and area associated with the method/procedure to establish work area protection and safety</p>			

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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to establish work area protection and safety to the required specification</p>	<p>7.1 Demonstrate the following work skills when establishing work area protection and safety:</p> <ul style="list-style-type: none"> <li>– measuring, setting out, positioning, assembling, constructing, securing and dismantling</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>– protection and safety notices</li> <li>– safety lighting</li> </ul> <p>7.3 Safely use materials, hand tools, portable power tools and ancillary equipment</p> <p>7.4 Safely store the materials, tools and equipment used when establishing work area protection and safety</p>			

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"> <li>- plan for the protection and the safety of the work and surrounding environment</li> <li>- install, check and maintain the protection and safety equipment</li> <li>- dismantle and remove protection and safety equipment</li> <li>- install safety notices</li> <li>- install lighting systems</li> <li>- use hand tools, power tools and equipment</li> <li>- work at height</li> <li>- use access equipment</li> </ul> <p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when establishing work area protection and safety</p> <p>7.7 Describe how to maintain the tools and equipment used when establishing work area protection and safety</p>			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 16: Segregating the Area for Highways Works in the Workplace**

**Unit reference number:** K/503/9622

**Level:** 2

**Credit value:** 12

**Guided learning hours:** 40

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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 endorsement:

- own occupational area of work.

### **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when segregating the area for highways works</p>	<p>1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules, site inspections and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– 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</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when segregating the area for highways works	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– 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</li> </ul> 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 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 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: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> 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
<p>4 Select the required quantity and quality of resources for the methods of work to segregate the area for highways works</p>	<p>4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– signs, lights, guards and portable traffic lights</li> <li>– pedestrian and vehicular traffic control systems</li> <li>– tools and ancillary equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resource</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to segregate the area for highways works</p>			

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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to segregating the area for highways works to the required specification</p>	<p>7.1 Demonstrate the following work skills when segregating the area for highways works:</p> <ul style="list-style-type: none"> <li>– measuring, locating, setting out, positioning, assembling and removing</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>– access and egress to site</li> <li>– work activity and storage of resources</li> <li>– signs, lighting and guarding, portable traffic signals for traffic management control</li> </ul> <p>7.3 Remove signs, lighting and guarding, portable traffic signals in compliance with recognised current legislation and official guidance</p> <p>7.4 Safely use materials, tools and ancillary equipment</p> <p>7.5 Safely store the materials, tools and equipment used when segregating the area for highways works</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6 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"> <li>– plan for site safety, storage of materials and traffic management control around the highways works</li> <li>– set out signs, traffic lights, guarding for traffic management control</li> <li>– check and maintain operation of traffic control equipment</li> <li>– dismantle and remove signs, traffic lights, guarding</li> <li>– use hand tools, power tools and equipment</li> </ul> <p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when segregating the area for highways works</p> <p>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</p>			

Learner name: \_\_\_\_\_

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Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)



## **Unit 17: Erecting and Dismantling Access/Working Platforms in the Workplace**

**Unit reference number:** D/600/8281

**Level:** 2

**Credit value:** 8

**Guided learning hours:** 27

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### **Unit summary**

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

### **Assessment requirements/evidence requirements**

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review of other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of erecting and dismantling access/working platforms to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- own occupational area of work.

Plus two or more of the following:

- ladders/crawler boards
- step ladders/platform steps
- proprietary towers
- trestle platforms
- mobile scaffold towers
- proprietary staging/podiums.

## **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when erecting and dismantling access/working platforms</p>	<p>1.1 Interpret and extract information from specifications, method statements, risk assessments and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– specifications, current legislation, method statements, risk assessments and manufacturers' information</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when erecting and dismantling access/working platforms</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, at height, in confined areas, with tools and equipment, with movement/storage of materials and by manual handling</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when erecting and dismantling access/working platforms</p>	<p>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</p> <p>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</p> <p>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</p>			

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"> <li>- ladders/crawler boards</li> <li>- stepladders/platform steps</li> <li>- trestles</li> <li>- proprietary staging/podiums</li> <li>- proprietary towers</li> <li>- mobile scaffold towers</li> <li>- protection equipment and notices</li> <li>- tools and ancillary equipment</li> </ul> <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 condition 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6 Complete the work within the allocated time when erecting and dismantling access/working platforms	6.1 Demonstrate completion of the work within the allocated time 6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to erect and dismantle access/working platforms to the required specification</p>	<p>7.1 Demonstrate the following work skills when erecting and dismantling access/working platforms:</p> <ul style="list-style-type: none"> <li>- moving, positioning/erecting, securing, checking, dismantling and removing</li> </ul> <p>7.2 Erect, dismantle and store two of the following access equipment to given access regulations:</p> <ul style="list-style-type: none"> <li>- ladders/crawler boards</li> <li>- stepladders/platform steps</li> <li>- proprietary towers</li> <li>- trestle platforms</li> <li>- mobile scaffold towers</li> <li>- proprietary staging/podiums</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– provide protection to the work area</li> <li>– establish a base for equipment</li> <li>– erect proprietary access equipment to manufacturer's instructions suitable for the work</li> <li>– erect non-proprietary access equipment suitable for the work</li> <li>– place protective screens and notices</li> <li>– check/monitor equipment during the period of use</li> <li>– dismantle and store access equipment</li> <li>– use tools and equipment</li> <li>– work at height</li> </ul> <p>7.4 Safely use and store materials, hand tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms</p> <p>7.6 Describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms</p>			



Learner name: \_\_\_\_\_

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Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 18:                      Installing Street Ironwork    in the Workplace**

**Unit reference number:**    M/503/9623

**Level:**                                2

**Credit value:**                    9

**Guided learning hours:**    30

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### **Unit summary**

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

### **Assessment requirements/evidence requirements**

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of 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 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 make provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when installing street ironwork</p>	<p>1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, risk assessments, method statements, manufacturers' information and regulations for street ironwork fixtures</li> </ul>			

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"> <li>– 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</li> </ul> 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative           2.3 Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when installing street ironwork	3.1 Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when installing street ironwork  3.2 Comply with information relating to specific risks to health when installing street ironwork  3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing street ironwork, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> 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 Minimise the risk of damage to the work and surrounding area when installing 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"> <li>– sand, cement, mortar, patent epoxy resin-based materials</li> <li>– access covers and frames, gully grates and frames</li> <li>– hand and/or powered tools and equipment</li> </ul> 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported  4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources  4.5 Describe any potential hazards associated with the resources and methods of work  4.6 Describe how to calculate quantity and size associated with the method/procedure to install street ironwork			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Complete the work within the allocated time when installing street ironwork	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures  5.2 Minimise damage and maintain a clean work space  5.3 Dispose of waste in accordance with current legislation  5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions  5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6 Complete the work within the allocated time when installing street ironwork	6.1 Demonstrate completion of the work within the allocated time  6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to install street ironwork to the required specification</p>	<p>7.1 Demonstrate the following work skills when installing street ironwork:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, positioning, fitting, levelling, aligning and securing</li> </ul> <p>7.2 Install street ironwork to new and/or reinstatement situations to given working instructions relating to the following:</p> <ul style="list-style-type: none"> <li>- access covers and frames</li> <li>- gully grates and frames</li> </ul> <p>7.3 Safely use materials, hand tools, portable power tools and ancillary equipment</p> <p>7.4 Safely store the materials, tools and equipment used when installing street ironwork</p> <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"> <li>- locate the area/position where the street ironwork is to be installed</li> <li>- confirm the street ironwork, fixing and bedding requirements</li> <li>- position, fit, align and secure the street ironwork</li> <li>- protect ironwork during curing</li> <li>- use hand tools, power tools and equipment</li> <li>- use ancillary equipment</li> </ul>			

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

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

## **Unit 19: Providing Temporary Excavation Support in the Workplace**

**Unit reference number:** K/503/9636

**Level:** 2

**Credit value:** 15

**Guided learning hours:** 50

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

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

- the Additional Requirements for Qualifications using the title NVQ in 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 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 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 make provision for evidence to be produced through simulation, as specified in the Construction Skills overarching assessment strategy.

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when providing temporary excavation support</p>	<p>1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, risk assessments, method statements, manufacturers' information and regulations governing construction works and support of excavations</li> </ul>			

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"> <li>– 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</li> </ul> 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 Maintain safe and healthy working practices when providing temporary excavation support  3.2 Comply with information relating to specific risks to health when providing temporary excavation support  3.3 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: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> 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>	<p>4.1 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- poling boards, walings, struts, wedges, soldiers, steel struts and trench sheets</li> <li>- proprietary systems</li> <li>- ancillary fixing devices</li> <li>- hand and/or powered tools and ancillary equipment</li> </ul> <p>4.2 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.3 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to provide temporary excavation support to the required specification</p>	<p>7.1 Demonstrate the following work skills when providing temporary excavation support:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, preparing, positioning, fitting, supporting, fixing, securing, dismantling and removing</li> </ul> <p>7.2 Provide and remove temporary excavation support to given working instructions, relating to two of the following support frameworks:</p> <ul style="list-style-type: none"> <li>- skeleton</li> <li>- open and close boarding</li> <li>- drag box</li> <li>- trench box</li> <li>- coffer dam</li> <li>- diaphragm wall</li> <li>- secant support</li> </ul> <p>7.3 Safely use materials, hand tools, portable power tools and ancillary equipment</p> <p>7.4 Safely store the materials, tools and equipment used when providing temporary excavation support</p>			

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"> <li>– assess the excavated area and select suitable temporary support for the excavation</li> <li>– provide for safe access and egress around the temporary excavation support</li> <li>– construct/erect/install temporary excavation support</li> <li>– work with and around plant and machinery</li> <li>– inspect and maintain the integrity and safety of the temporary support structure</li> <li>– dismantle and remove the excavation support structure</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height and in confined spaces</li> <li>– use access equipment</li> </ul> <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: \_\_\_\_\_

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Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 20:                   Preparing and Operating Forward Tipping Dumpers to Receive, Transport and Discharge Materials in the Workplace**

Unit reference number: J/506/4642

**Level:** 2

**Credit value:** 16

**Guided learning hours:** 53

## Unit summary

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

### Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in 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:

- Forward tipping dumper wheeled
- Forward tipping dumper tracked.

This unit must be assessed against the endorsements detailed within the relevant Rule of Combination (RoC). Please refer to the RoC applicable to the qualification/occupational area in which the candidate is being assessed.

## **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the preparation and use of forward tipping dumpers to carry out transporting and discharging operations</p>	<p>1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of forward tipping dumpers</li> </ul>			
<p>2 Organise with others the sequence and operation in which transporting and discharging operations using forward tipping dumpers are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 Describe how to organise resources prior to and during transporting and discharging operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance when carrying out transporting and discharging operations using forward tipping dumpers</p>	<p>3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working:</p> <ul style="list-style-type: none"> <li>– 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</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 Explain what the accident reporting procedures are and who is responsible for making reports</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Maintain safe and healthy working practices when preparing for and carrying out transporting and discharging operations using forward tipping dumpers</p>	<p>4.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during transporting and discharging operations</p> <p>4.2 Demonstrate compliance with given information and relevant legislation when carrying out transporting and discharging operations using forward tipping dumpers in relation to two or more of the following:</p> <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health</li> </ul> <p>4.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to forward tipping dumper use, 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions</p> <p>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 activities</p>			
<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>	<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"> <li>– consumables, lubricants and fuels</li> <li>– attachments, transporting and discharging aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> <p>5.2 Request and select resources associated with forward tipping dumpers 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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<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 transporting and discharging operations using forward tipping dumpers</p>			
<p>6 Minimise the risk of damage to the work and surrounding area when transporting and discharging materials using forward tipping dumpers</p>	<p>6.1 Protect the work and its surrounding area from damage</p> <p>6.2 Minimise damage and maintain a clean work space</p> <p>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</p> <p>6.4 Dispose of waste in accordance with legislation</p> <p>6.5 State why the disposal of waste should be carried out safely in relation to the work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Complete the work within the allocated time when preparing to and transporting and discharging materials using forward tipping dumpers</p>	<p>7.1 Demonstrate completion of the work within the allocated time</p> <p>7.2 Shut down and secure forward tipping dumpers</p> <p>7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>- types of progress charts, timetables and estimated times</li> <li>- organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			
<p>8 Comply with the given contract information to receive, transport and discharge materials using forward tipping dumpers to the required specification</p>	<p>8.1 Demonstrate the following work skills when preparing for and transporting and discharging loose materials using forward tipping dumpers:</p> <ul style="list-style-type: none"> <li>- fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, receiving, transporting and depositing</li> </ul> <p>8.2 Prepare, position, set up and operate forward tipping dumpers to receive, transport and discharge loads to given working instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 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"> <li>– identify the characteristics of the forward tipping dumper used for transporting and discharging work</li> <li>– carry out performance checks</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– complete functional checks</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify the area for discharging</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– receive, transport and discharge materials safely and securely</li> <li>– shut down and secure forward tipping dumper</li> <li>– use hand tools, ancillary equipment and accessories</li> </ul> <p>8.4 Safely use and store hand tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>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</p> <p>8.6 Describe how to maintain the plant, tools and equipment used to transport and discharge materials</p>			

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

## **Unit 21:                   Preparing and Operating Ride-on Rollers to Compact Materials in the Workplace**

Unit reference number: R/506/4661

**Level:** 2

**Credit value:** 16

**Guided learning hours:** 53

## Unit summary

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

### Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in 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:

- Ride-on Roller.

This unit must be assessed against the endorsements detailed within the relevant Rule of Combination (RoC). Please refer to the RoC applicable to the qualification/occupational area in which the candidate is being assessed.

## **Assessment methodology**

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

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

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



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the preparation and use of ride-on rollers to carry out compacting operations</p>	<p>1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of ride-on rollers for compaction work</li> </ul>			
<p>2 Organise with others the sequence and operation in which compacting operations using ride-on rollers are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 Describe how to organise resources prior to and during compacting operations using ride-on rollers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to comply with relevant legislation and official guidance when carrying out compacting operations using ride-on rollers	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– 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</li> </ul> 3.2 Describe the organisational security procedures for 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
<p>4 Maintain safe and healthy working practices when preparing for and carrying out compacting operations using ride-on rollers</p>	<p>4.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during compacting operations</p> <p>4.2 Demonstrate compliance with given information and relevant legislation when carrying out compacting operations using ride-on rollers in relation to two or more of the following:</p> <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health</li> </ul> <p>4.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to ride-on roller use, 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions</p> <p>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 activities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Request and select the required quantity and quality of resources to prepare for and carry out compacting operations using ride-on rollers	5.1 Request and select resources associated with ride-on rollers in relation to consumables, materials, 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, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and compaction operational aids</li> <li>– hand tools, ancillary equipment and accessories</li> </ul> 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 identify weight, pressure, quantity, length and area associated with the method/procedures to carry out compactions work using ride-on rollers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when preparing for and compacting materials	6.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 6.2 Prevent 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 to and compacting materials	7.1 Demonstrate completion of the work within the allocated time 7.2 Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to compact materials using ride-on rollers to the required specification	8.1 Demonstrate the following work skills when preparing for and compacting materials using ride-on rollers: – checking, adjusting, communicating, manoeuvring, positioning and compacting  8.2 Use and maintain hand tools, ancillary equipment and/or accessories  8.3 Prepare for, position, set up and operate ride-on rollers to compact a variety of materials, in various locations, to given working instructions  8.4 Shut down and secure ride-on rollers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- identify the characteristics of the ride-on roller used for compaction operations</li> <li>- carry out function checks for compaction operations</li> <li>- identify the area for the compaction work</li> <li>- prepare, set up and adjust for operational requirements</li> <li>- carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>- identify geological, environmental and material changes and report</li> <li>- check to avoid damage to structures and utilities service apparatus</li> <li>- recognise different compaction methods</li> <li>- recognise and work compaction patterns</li> </ul>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– compact materials safely and securely</li> <li>– complete compaction work</li> <li>– be on the public highway</li> <li>– shut down and secure the ride-on roller</li> <li>– use hand tools, ancillary equipment and accessories</li> </ul> <p>8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out compacting operations</p> <p>8.8 Describe how to maintain the plant and machinery, hand tools and ancillary equipment used to compact materials</p>			

Learner name: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

<b>Unit reference number:</b>	A/506/4668
<b>Level:</b>	2
<b>Credit value:</b>	12
<b>Guided learning hours:</b>	40

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.

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

- 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.

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

- This unit must be assessed against the endorsements detailed within the relevant Rule of Combination (RoC). Please refer to the RoC applicable to the qualification/occupational area in which the candidate is being assessed.

## **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to preparing to, and directing and guiding the movement of vehicles, plant or machinery</p>	<p>1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, plant and vehicle movement plans and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, plant and vehicle movement plans, manufacturers' information and Codes of Practice for the direction and guidance of vehicles, plant and machinery</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which directing and guiding the movement of vehicles, plant or machinery is to be carried out	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 Describe how to organise resources prior to and during directing and guiding vehicles, plant or machinery</p>			
3	Know how to comply with relevant legislation and official guidance when directing and guiding the movement of vehicles, plant or machinery	<p>3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working:</p> <ul style="list-style-type: none"> <li>- 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</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 Explain what the accident reporting procedures are and who is responsible for making reports</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Maintain safe and healthy working practices when preparing to, directing and guiding the movement of vehicles, plant or machinery</p>	<p>4.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when directing and guiding vehicles, plant or machinery</p> <p>4.2 Demonstrate compliance with given information and relevant legislation when directing and guiding the movement of vehicles, plant or machinery in relation to two or more of the following:</p> <ul style="list-style-type: none"> <li>- safe use and storage of tools</li> <li>- safe use and storage of equipment</li> <li>- specific risks to health</li> </ul> <p>4.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to directing and guiding vehicles, 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"> <li>- collective protective measures</li> <li>- personal protective equipment (PPE)</li> <li>- respiratory protective equipment (RPE)</li> <li>- local exhaust ventilation (LEV)</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions</p> <p>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 activities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Select the required quantity and quality of resources to prepare to, and direct and guide the movement of vehicles, plant or machinery	5.1 Select resources associated with directing and guiding vehicles, plant or machinery in relation to hand tools, ancillary equipment and signalling and communication equipment  5.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>- signalling and communication equipment</li> <li>- barriers, cones, signs</li> <li>- lighting equipment</li> <li>- hand tools and ancillary equipment</li> </ul> 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 identify weight/bearing pressures, quantity, length and area associated with the method/procedures for directing and guiding the movement of vehicles, plant and machinery			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Minimise the risk of damage to the work and surrounding area when preparing to and directing and guiding the movement of vehicles, plant or machinery</p>	<p>6.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>6.2 Prevent damage and maintain a clean work space</p> <p>6.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>			
<p>7 Complete the work within the allocated time when preparing to, and directing and guiding the movement of vehicles, plant or machinery</p>	<p>7.1 Demonstrate completion of the work within the allocated time</p> <p>7.2 Describe the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Comply with the given contract information to prepare to, and direct and guide the movement of vehicles, plant or machinery to the required specification</p>	<p>8.1 Demonstrate the following work skills when preparing to, and directing and guiding vehicles, plant or machinery:</p> <ul style="list-style-type: none"> <li>- measuring, gauging, estimating, interpreting, judging, explaining, preparing, commanding, directing, guiding, indicating, informing, instructing, signing, positioning, moving, securing, signalling and relaying</li> </ul> <p>8.2 Use and maintain hand tools, ancillary equipment and signalling equipment</p> <p>8.3 Prepare to, and direct and guide the movement of loaded and unloaded vehicles, including articulated vehicles and plant or machinery (wheeled or tracked) to given working instructions, relating to the following:</p> <ul style="list-style-type: none"> <li>- hand signals</li> <li>- hand signalling equipment</li> <li>- verbal/electronic communication equipment</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- identify the differences between directing and guiding movement, directing and guiding operations and slinging and signalling</li> <li>- interpret a work management plan and vehicle movement plan</li> <li>- identify the hierarchy of traffic control measures and pedestrian separation</li> <li>- organise and ensure the maintenance of holding areas, routes, exclusion zones, markers and signs</li> <li>- assess and determine the movement of vehicles, plant and machinery, to include own position of safety, visibility, ground conditions and features, proximity hazards and weight limits</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- recognise and react to changing conditions, ground, environment, weather, light, numbers and types of vehicles, plant and machinery</li> <li>- liaise with, convey and collect information from and to, drivers and operators</li> <li>- recognise and utilise movement aids (camera's, mirrors, audio and visual warnings, etc.)</li> <li>- recognise blind-spots, potential crush zones and other limitations to driver visibility</li> <li>- recognise the requirements of directing and guiding the movement of vehicles, plant and machinery onto and from public highways</li> <li>- recognise the requirements of working on public highways</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- direct and guide different vehicle types and size e.g. height, weight length, width, tracked, wheeled and articulated</li> <li>- assess and determine the movement of loads, including unloading, discharging and loading requirements</li> <li>- direct and guide vehicles, plant and machinery across rough or uneven terrain</li> <li>- check the integrity of load securing equipment and stability of loads, prior to commencement of movements and on arrival, prior to release</li> <li>- signal and communicate following recognised and agreed operational procedures</li> <li>- recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>- use hand tools and ancillary equipment</li> </ul> <p>8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and directing and guiding vehicles, plant or machinery</p> <p>8.8 Describe how to maintain the hand tools, ancillary equipment, and signalling and communication equipment used to direct and guide vehicles, plant or machinery</p>			

Learner name: \_\_\_\_\_

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Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

<b>Unit reference number:</b>	F/506/4669
<b>Level:</b>	2
<b>Credit value:</b>	16
<b>Guided learning hours:</b>	53

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.

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

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

- Drive and operate
- Direct and guide movement
- Direct and guide operations
- Slinger/signaller
- Raised loads.

Plus one or more of the following endorsements required:

- Loader/securer Slinger Signaller non STGO, non LGV
- Loader/securer Slinger Signaller non STGO, LGV
- Loader/securer Slinger Signaller STGO
- Loader/securer movement guide marshaller non STGO, non LGV
- Loader/securer movement guide marshaller non STGO, LGV
- Loader/securer movement guide marshaller STGO
- Loader/securer plant driver non STGO, non LGV
- Loader/securer plant driver non STGO, LGV
- Loader/securer plant driver non STGO.

This unit must be assessed against the endorsements detailed within the relevant Rule of Combination (RoC). Please refer to the RoC applicable to the qualification/occupational area in which the candidate is being assessed.

## **Assessment methodology**

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

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

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



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the preparation of, and arranging and securing plant or machinery for transportation</p>	<p>1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules, method statements, lift plans, risk assessments, manufacturers' information and current regulations governing the arrangement and security of plant or machinery for transportation</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when arranging and securing plant or machinery for transportation	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– 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</li> </ul> 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
<p>3 Maintain safe and healthy working practices when preparing for and arranging and securing plant or machinery for transportation</p>	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when arranging and securing plant or machinery for transportation</p> <p>3.2 Demonstrate compliance with given information and relevant legislation when arranging and securing plant or machinery for transportation in relation to two or more of the following:</p> <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe use, storage and handling of materials</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health</li> </ul> <p>3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to arranging and securing plant or machinery for transportation, 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions  3.5 Describe how emergencies should be responded to in accordance with organisational authorisation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources to prepare for, and arrange and secure plant or machinery for transportation</p>	<p>4.1 Select resources associated with the work in relation to materials, components, fixings, tools and equipment, lifting accessories and load restraint equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>– lifting accessories and load restraint equipment, steel wire rope, chain, fabric, web hooks, shackles, clamps, netting and sheeting</li> <li>– hand tools and ancillary equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to identify weight, bearing, pressure, quantity, length and area associated with the method/procedure to carry out the work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when preparing for and arranging and securing plant or machinery for transportation	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 Prevent 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 preparing to, and arranging and securing plant or machinery for transportation	6.1 Demonstrate completion of the work within the allocated time 6.2 Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to prepare to, and arrange and secure plant or machinery for transportation to the required specification</p>	<p>7.1 Demonstrate the following work skills when preparing to, and arranging and securing plant or machinery for transportation:</p> <ul style="list-style-type: none"> <li>- measuring, gauging, calculating, selecting, fitting, configuring, testing, balancing, adjusting, securing, positioning and removing</li> </ul> <p>7.2 Use and maintain hand tools, ancillary equipment, lifting accessories and load restraint equipment</p> <p>7.3 Prepare for, and arrange plant, machinery or associated equipment for transportation to given working instructions by at least two of the following methods:</p> <ul style="list-style-type: none"> <li>- driving and operating the following types of plant: wheeled machinery, tracked machinery and rolling machinery onto the transport (non-operational activities)</li> <li>- suspended loads by slinging and signalling; at least three of the following: balanced, unbalanced, loose, bundled, containers, drums (slinging and signalling)</li> <li>- by directing and guiding the operations of lifting plant (not craneage), e.g. lift truck, excavator</li> <li>- directing and guiding machine operators (movement)</li> <li>- driving transport into plant or machinery on hydraulic jack legs or suspended from a gantry (raised loads)</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Secure plant, machinery or associated equipment for safe movement</p> <p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- determine vehicle capacity</li> <li>- determine weights and sizes (height, length, width) of plant and machinery to be loaded</li> <li>- check loading and unloading areas</li> <li>- recognise the requirements to drive and operate plant and machinery for loading and unloading under no load conditions</li> <li>- recognise the requirements to sling and signal loads for transportation</li> <li>- recognise the requirements to direct and guide the operations of plant or machinery for loading and unloading</li> <li>- recognise the requirements to direct and guide the movement of vehicles, plant and machinery for loading and unloading</li> <li>- recognise the requirements to load equipment using hydraulic jacks and supports</li> </ul>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- ensure load is prepared for transportation, secured, restrained, immobilised, hydraulic systems locked, articulation and slew systems locked</li> <li>- differentiate between load restraint equipment and lifting accessories</li> <li>- recognise proximity hazards</li> <li>- select and use suitable lifting accessories and load restraint equipment</li> <li>- arrange and secure loads</li> <li>- recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>- confirm balance, stability and correct weight distribution</li> <li>- check stability and weight distribution of load prior to releasing securing restraints and lifting accessories</li> <li>- load and unload on a public highway</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.7 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- identify and mark overhangs</li> <li>- remove and store lifting accessories and load restraint equipment on completion of loading and unloading</li> <li>- use hand tools and ancillary equipment</li> <li>- use access equipment</li> <li>- work at height</li> </ul> <p>7.8 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and arranging and securing plant or machinery for transportation</p> <p>7.9 Describe how to maintain the hand tools, ancillary equipment, lifting accessories and load restraint equipment used to arrange and secure plant or machinery for transportation</p>			

Learner name: \_\_\_\_\_

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Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

<b>Unit reference number:</b>	F/506/4672
<b>Level:</b>	2
<b>Credit value:</b>	7
<b>Guided learning hours:</b>	23

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.

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

- the Additional Requirements for Qualifications using the title NVQ in 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 endorsements detailed within the relevant Rule of Combination (RoC). Please refer to the RoC applicable to the qualification/occupational area in which the candidate is being assessed.

## **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the preparation and use of powered units, tools or pedestrian plant, machinery or equipment</p>	<p>1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, operating instructions and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, legislation, Codes of Practice, manufacturers' information and operating instructions</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance to prepare and use powered units, tools or pedestrian plant, machinery or equipment</p>	<p>2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working:</p> <ul style="list-style-type: none"> <li>– 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</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 Explain what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe and healthy working practices when preparing for and using powered units, tools or pedestrian plant, machinery or equipment</p>	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when using powered units, tools or pedestrian plant, machinery or equipment</p> <p>3.2 Demonstrate compliance with given information and relevant legislation when using powered units, tools or pedestrian plant, machinery or equipment in relation to two or more of the following:</p> <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe handling of materials</li> <li>– safe use and storage of materials, tools and equipment</li> <li>– specific risks to health</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to powered units, tools or pedestrian plant, machinery or equipment use, 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"> <li>- collective protective measures</li> <li>- personal protective equipment (PPE)</li> <li>- respiratory protective equipment (RPE)</li> <li>- local exhaust ventilation (LEV)</li> </ul> <p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions</p> <p>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 activities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources to prepare for and sustain powered units, tools or pedestrian plant, machinery or equipment</p>	<p>4.1 Select resources associated with the type of work in relation to fuel/power source, lubricants and consumables</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>– power source/fuels</li> <li>– consumables, lubricants</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to identify quantity, length, area and wastage associated with the method/procedures to operate powered units, tools or pedestrian plant, machinery or equipment</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when preparing to and using powered units, tools or pedestrian plant, machinery or equipment	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 Prevent 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 preparing to and using powered units, tools or pedestrian plant, machinery or equipment	6.1 Demonstrate completion of the work within the allocated time  6.2 Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to operate powered units, tools or pedestrian plant, machinery or equipment to the required specification</p>	<p>7.1 Demonstrate the following work skills when using powered units, tools or pedestrian plant, machinery or equipment:</p> <ul style="list-style-type: none"> <li>- starting, stopping, replenishing, controlling and cleaning</li> </ul> <p>7.2 Use and maintain powered units, tools and ancillary equipment</p> <p>7.3 Operate and monitor powered units and tools or pedestrian plant, machinery or associated equipment to given working instructions relating to:</p> <ul style="list-style-type: none"> <li>- continual running</li> <li>- closing down</li> <li>- cleaning</li> </ul> <p>7.4 Return powered unit, tools or pedestrian plant, machinery or equipment to a safe operational condition on completion of work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 Disassemble and/or clean powered unit, tools or pedestrian plant, machinery or equipment</p> <p>7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- prepare, position and set up for work</li> <li>- secure accessories and tool attachments</li> <li>- carry out pre-use and function checks to manufacturers' and suppliers' information/and procedures</li> <li>- complete pre-start and post stop checks</li> <li>- recognise the characteristics of the plant, machinery and equipment</li> <li>- identify specific operating and safety requirements for the task and work</li> <li>- recognise and determine when specific skills and knowledge are required and report accordingly</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.7 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- operate, use and control</li> <li>- monitor and maintain</li> <li>- replenish consumables</li> <li>- close down and secure</li> <li>- disassemble and clean</li> <li>- use access equipment</li> <li>- transport and store</li> </ul> <p>7.8 Describe the needs of other occupations and how to effectively communicate within a team when preparing for and using powered units, tools or pedestrian plant, machinery or equipment</p> <p>7.9 Describe how to maintain the hand tools, portable power tools, powered units, pedestrian plant, machinery and ancillary equipment used for the work</p>			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

## **Unit 25:                   Slinging and Hand                                   Signalling the Movement of                                   Suspended Loads in the                                   Workplace**

Unit reference number: R/506/3929

**Level:** 2

**Credit value:** 10

**Guided learning hours:** 33

## Unit summary

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

### Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in 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:

- Slinger signaller – construction operations only.

This unit must be assessed against the endorsements detailed within the relevant Rule of Combination (RoC). Please refer to the RoC applicable to the qualification/occupational area in which the candidate is being assessed.

## **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the preparation for and the slinging and signalling of loads</p>	<p>1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, method statements (lift plans) and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, lift plans, work instructions, manufacturers' information, approved procedures and Codes of Practice</li> </ul>			
<p>2 Organise with others the sequence and operation in which the slinging and signalling of loads is to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 Describe how to organise resources prior to and when slinging and signalling of loads</p>			



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 regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– 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</li> </ul> 3.2 Describe the organisational security procedures for 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
<p>4 Maintain safe and healthy working practices when preparing for and slinging and signalling loads</p>	<p>4.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when slinging and signalling loads</p> <p>4.2 Demonstrate compliance with given information and relevant legislation when carrying out the slinging and signalling of loads in relation to at least three of the following:</p> <ul style="list-style-type: none"> <li>- safe use and storage of tools and equipment</li> <li>- safe use, storage and handling of lifting accessories</li> <li>- safe use of access equipment</li> <li>- specific risks to health</li> </ul> <p>4.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to slinging and signalling of loads, 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"> <li>- collective protective measures</li> <li>- personal protective equipment (PPE)</li> <li>- respiratory protective equipment (RPE)</li> <li>- local exhaust ventilation (LEV)</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions</p> <p>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 activities</p>			

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 Select resources associated with slinging/signalling in relation to lifting accessories/aids, hand tools and ancillary equipment  5.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>- lifting accessories</li> <li>- signalling and communication equipment</li> <li>- hand tools and ancillary equipment</li> </ul> 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 identify weight, quantity, length and area associated with the method/procedures to carry out slinging/signalling			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Minimise the risk of damage to the work and surrounding area when preparing to and slinging and signalling loads</p>	<p>6.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>6.2 Prevent damage and maintain a clean work space</p> <p>6.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>			
<p>7 Complete the work within the allocated time when preparing to and slinging and signalling loads</p>	<p>7.1 Demonstrate completion of the work within the allocated time</p> <p>7.2 State the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the lifting operation</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Comply with the given contract information to prepare to and sling and signal suspended loads for movement to the required specification</p>	<p>8.1 Demonstrate the following work skills when preparing to and slinging and signalling loads:</p> <ul style="list-style-type: none"> <li>- measuring, gauging, estimating, calculating, fitting, fixing, testing, balancing, interpreting, inspecting, judging, explaining, preparing, indicating, informing, instructing, signing, positioning, adjusting, configuring, moving, securing, signalling and relaying</li> </ul> <p>8.2 Use and maintain lifting accessories, lifting aids and equipment</p> <p>8.3 Inspect and prepare lifting accessories prior to slinging</p> <p>8.4 Prepare to and attach suspended loads to lifting equipment, using appropriate lifting accessories and load securing methods, to given working instructions for three of the following:</p> <ul style="list-style-type: none"> <li>- balanced</li> <li>- unbalanced</li> <li>- loose</li> <li>- bundled</li> <li>- container</li> <li>- drum</li> <li>- a load where the machine operator cannot observe its full movement path</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.5 Guide, move and place suspended loads to specified destinations, using hand signals, to given working instructions for three of the following:</p> <ul style="list-style-type: none"> <li>- balanced</li> <li>- unbalanced</li> <li>- loose</li> <li>- bundled</li> <li>- container</li> <li>- drum</li> <li>- a load where the machine operator cannot observe its full movement path</li> </ul> <p>8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- identify the differences between: slinging and signalling, directing and guiding movement of vehicles, plant and machinery, and directing and guiding operations of plant and machinery not being used for lifting operations</li> <li>- confirm the authority, duties and responsibilities allocated</li> <li>- identify characteristics of lifting equipment and lifting accessories</li> <li>- identify and interpret valid certification for maintenance, inspection and thorough examination</li> </ul>			

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 authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- lift and transfer people</li> <li>- sling balanced, unbalanced, loose, live, bundled, container drum loads and loads that are blind to the equipment operator</li> <li>- communicate using hand signals, hand signalling equipment (lights, wands, fluorescent gloves, flags) and electronic communication equipment (loud hailers, radios)</li> <li>- confirm methods of communication</li> <li>- recognise blind-spots, potential crush zones and other limitations to driver visibility</li> <li>- consider the load characteristics including centre of gravity and lifting points to determine the method of slinging</li> <li>- determine and check the route of the load before and during the lift including distances, clearances and landing position</li> </ul>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.8 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- select, handle, inspect and use (assemble, set up and adjust) lifting accessories and aids</li> <li>- identify rejection criteria for removing lifting accessories from service</li> <li>- recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>- attach lifting accessories and sling loads securely</li> <li>- ensure balance and stability of loads</li> <li>- attach and use load guidance equipment (tag lines)</li> <li>- guide and place suspended loads by recognised methods of communication and agreed operational procedures</li> <li>- land and position loads safely and securely</li> <li>- remove and store lifting accessories</li> <li>- use hand tools and ancillary equipment</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.9 Describe the needs of other occupations and how to communicate within a team when preparing to and slinging and signalling loads</p> <p>8.10 Describe how to maintain the lifting accessories, lifting aids and signalling and communication equipment used to sling and signal loads</p>			

Learner name: \_\_\_\_\_

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Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

## Unit 26: Preparing and Mixing Concrete and Mortars in the Workplace

Unit reference number: K/503/9457

**Level:** 1

**Credit value:** 8

**Guided learning hours:** 27

## Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and mixing concrete and mortars in the workplace within the relevant sector of industry.

### Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in 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**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion.

Alternatively, centre documentation should be used to record this information.

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to comply with relevant legislation and official guidance when preparing and mixing concrete and mortars</p>	<p>1.1 Describe the different types of relevant information used with the method/procedure to prepare and mix concrete and mortars</p> <p>1.2 Describe their responsibilities regarding potential accidents and health hazards, whilst working:</p> <ul style="list-style-type: none"> <li>– 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</li> </ul> <p>1.3 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>1.4 State what the accident reporting procedures are and who is responsible for making reports</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Maintain safe and healthy working practices when preparing and mixing concrete and mortars	2.1 Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when preparing and mixing concrete and mortars  2.2 Comply with information relating to specific risks to health when preparing and mixing concrete and mortars  2.3 State why and when health and safety control equipment, identified by the principles of protection, should be used, relating to preparing and mixing concrete and mortars, 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"> <li>- collective protective measures</li> <li>- personal protective equipment (PPE)</li> <li>- respiratory protective equipment (RPE)</li> <li>- local exhaust ventilation (LEV)</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions</p> <p>2.5 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</p>			
<p>3 Select the required quantity and quality of resources for the methods of work to prepare and mix concrete and mortars</p>	<p>3.1 Select resources associated with own work in relation to materials, components, tools and equipment</p> <p>3.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– aggregate, sand, lime, cement, water, additives</li> <li>– hand tools and mixing plant and equipment</li> </ul> <p>3.3 State how the resources should be used correctly</p> <p>3.4 State how any problems associated with the resources are reported</p> <p>3.5 Outline any potential hazards associated with the resources and methods of work</p> <p>3.6 Describe how to calculate quantity, volume and wastage associated with the method/procedure to prepare and mix concrete and mortars</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Minimise the risk of damage to the work and surrounding area when preparing and mixing concrete and mortars	4.1			
		4.2			
		4.3			
		4.4			
		4.5			
5	Complete the work within the allocated time when preparing and mixing concrete and mortars	5.1			
		5.2			
		5.3			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Comply with the given contract information to prepare and mix concrete and mortars to the required specification</p>	<p>6.1 Demonstrate the following work skills when preparing and mixing concrete and mortars:</p> <ul style="list-style-type: none"> <li>– gauging and mixing</li> </ul> <p>6.2 Gauge and mix mortars and/or concrete to given working instructions</p> <p>6.3 Safely use materials, hand tools, mixing plant and equipment and ancillary equipment</p> <p>6.4 Safely store the materials, tools and equipment used when preparing and mixing concrete and mortars</p> <p>6.5 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"> <li>– gauge and mix concrete and mortars by hand and mixer</li> <li>– carry out pre-use checks on mechanical mixers</li> <li>– use hand tools, mixing plant and equipment</li> <li>– work with plant and machinery</li> </ul> <p>6.6 State the needs of other occupations and how to effectively communicate within a team when preparing and mixing concrete and mortars</p> <p>6.7 Describe how to maintain the tools and equipment used when preparing and mixing concrete and mortars</p>			

Learner name: \_\_\_\_\_

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Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Unit 27: Placing and Compacting Concrete in the Workplace

Unit reference number: Y/600/8165

**Level:** 2

**Credit value:** 13

**Guided learning hours:** 43

## Unit summary

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

### Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in 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 (OCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of placing and compacting concrete to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Evidence for assessment criterion 7.2 must be for at least three different structures/placements.

This unit must be assessed against the following endorsement:

- own occupational area of work.

## **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion.

Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when placing and compacting concrete</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, oral and written instructions</li> </ul>			
<p>2 Know how to comply with relevant legislation and official guidance when placing and compacting concrete</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– 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</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State 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 working practices when placing and compacting concrete	3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when placing and compacting concrete			
		3.2 Explain why and when personal protective equipment (PPE) should be used, relating to placing and compacting concrete, and the types, purpose and limitations of each type			
		3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to place and compact concrete	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– aggregates, cements, concrete, reinforcement, membranes, release agents, anti-heave materials, moulds</li> <li>– hand and/or powered tools, slump test equipment, skips, poker vibrator, tampers, floats and trowels.</li> </ul> 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 wastage associated with the method/procedure to place and compact concrete			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when placing and compacting concrete	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6 Complete the work within the allocated time when placing and compacting concrete.	6.1 Demonstrate completion of the work within the allocated time. 6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to place and compact concrete to the required specification</p>	<p>7.1 Demonstrate the following work skills when placing and compacting concrete:</p> <ul style="list-style-type: none"> <li>- receiving, handling, transporting, placing, compacting, finishing and curing</li> </ul> <p>7.2 Transport, place and compact structural and/or non-structural concrete to contractor's working instructions, placed in at least one of the following locations:</p> <ul style="list-style-type: none"> <li>- below ground level</li> <li>- at ground level</li> <li>- above ground level</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- handle and test concrete</li> <li>- transport and place concrete</li> <li>- compact and finish concrete</li> <li>- cure and protect concrete</li> <li>- use hand tools, power tools and equipment</li> </ul> <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when placing and compacting concrete.</p> <p>7.6 Describe how to maintain the tools and equipment used when placing and compacting concrete</p>			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## Further information and useful publications

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

- Edexcel, BTEC and Pearson Work Based Learning contact details:  
[qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges:  
[www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

## How to obtain National Occupational Standards

CITB-ConstructionSkills  
Bircham Newton  
King's Lynn  
Norfolk  
PE31 6RH

Telephone: 01485 577577  
Fax: 01485 577793  
Email: [call.centre@cskills.org](mailto:call.centre@cskills.org)

# Professional development and training

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Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered on our website: [qualifications.pearson.com](http://qualifications.pearson.com).

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

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

The national programme of training we offer is on our website at: [qualifications.pearson.com](http://qualifications.pearson.com). You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit: [qualifications.pearson.com](http://qualifications.pearson.com)

## 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](http://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 [qualifications.pearson.com](http://qualifications.pearson.com).

## **Online forum**

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers can seek advice and clarification about any aspect of our qualifications and services, and 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 [qualifications.pearson.com](http://qualifications.pearson.com).

## Contact us

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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: Quality assurance

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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 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 BTEC Apprenticeship framework) a single standards verifier will be allocated to verify all elements of the BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full 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 Pearson NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance on our website, at [qualifications.pearson.com](http://qualifications.pearson.com)





## Annexe B: Registration and certification

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### Registration

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

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

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

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

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

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

### Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to 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 [qualifications.pearson.com](http://qualifications.pearson.com)

## **Certification**

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

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

There is more information about certification in our *UK Information Manual*, available on our website at [qualifications.pearson.com](http://qualifications.pearson.com).

## Annexe C: Assessment strategy

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

**December 2017**

**For information about Edexcel, BTEC or LCCI qualifications visit  
[qualifications.pearson.com](http://qualifications.pearson.com)**

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VAT Reg No GB 278 537121**