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

Specification

Edexcel NVQ/competence-based qualifications (QCF)

First registration July 2013

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Contents

Qualification title covered by this specification

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

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Highways Maintenance (Construction) (QCF)	600/9840/5	19/06/2013

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

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

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

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

This title replaces the following qualification from 1 July 2013:

Qualification title	Qualification Accreditation Number (QN)	Accreditation start date
Edexcel Level 2 NVQ in Highways Maintenance (Construction) (QCF)	600/4256/4	01/01/2013

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

This qualification is:

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

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

What is the purpose of this qualification?

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

Who is this qualification for?

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

Edexcel's policy is that the qualification should:

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

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

This qualification allows learners to demonstrate competence against the National Occupational Standards as defined by ConstructionSkills, the Sector Skills Council. As such it contributes to the development of skilled labour in the sector. This qualification is a component of the Intermediate Apprenticeship in Construction Civil Engineering.

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

- Civil Engineering Technician
- Concreter
- Construction Operative

- Highways Maintenance/Road Worker

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

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

Further information is available in *Annexe A*.

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Highways Maintenance (Construction) (QCF)?

Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

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

To achieve this qualification, learners must complete a minimum of 42 credits, including 5 credits from the mandatory units in Group M and 10 credits from one unit from the optional units in Group O. Learners must also complete 27 credits from Group A.

Learners may choose to complete additional credits from the additional units in Group AD; however these credits will not count towards the minimum credit required for the qualification.

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

To achieve this qualification, learners must complete a minimum of 42 credits, including 5 credits from the mandatory units in Group M and 10 credits from one unit from the optional units in Group O. Learners must also complete 27 credits from Group B.

Learners may choose to complete additional credits from the additional units in Group AD; however these credits will not count towards the minimum credit required for the qualification.

Pathway 3 – Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Highways Maintenance (Excavation and Reinstatement) (Construction) (QCF)

To achieve this qualification, learners must complete a minimum of 49 credits, including 5 credits from the mandatory units in Group M and 10 credits from one unit from the optional units in Group O. Learners must also complete 34 credits from Group C.

Learners may choose to complete additional credits from the additional units in Group AD; however these credits will not count towards the minimum credit required for the qualification.

Pathway 4 – Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Highways Maintenance (Flexible Pavement Construction) (Construction) (QCF)

To achieve this qualification, learners must complete a minimum of 42 credits, including 5 credits from the mandatory units in Group M and 10

credits from one unit from the optional units in Group O. Learners must also complete 27 credits from Group D.

Learners may choose to complete additional credits from the additional units in Group AD; however these credits will not count towards the minimum credit required for the qualification.

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

To achieve this qualification, learners must complete a minimum of 55 credits, including 5 credits from the mandatory units in Group M and 10 credits from one unit from the optional units in Group O. Learners must also complete 40 credits from Group E.

Learners may choose to complete additional credits from the additional units in Group AD; however these credits will not count towards the minimum credit required for the qualification.

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

To achieve this qualification, learners must complete a minimum of 41 credits, including 5 credits from the mandatory units in Group M and 10 credits from one unit from the optional units in Group O. Learners must also complete 26 credits from Group F.

Learners may choose to complete additional credits from the additional units in Group AD; however these credits will not count towards the minimum credit required for the qualification.

Pathway 7 – Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Highways Maintenance (Laying Kerbs and Channels) (Construction) (QCF)

To achieve this qualification, learners must complete a minimum of 42 credits, including 5 credits from the mandatory units in Group M and 10 credits from one unit from the optional units in Group O. Learners must also complete 27 credits from Group G.

Learners may choose to complete additional credits from the additional units in Group AD; however these credits will not count towards the minimum credit required for the qualification.

Pathway 8 – Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Highways Maintenance (General Building Operations) (Construction) (QCF)

To achieve this qualification, learners must complete a minimum of 51 credits, including 5 credits from the mandatory units in Group M and 10 credits from one unit from the optional units in Group O. Learners must also complete 36 credits from Group H.

Learners may choose to complete additional credits from the additional units in Group AD; however these credits will not count towards the minimum credit required for the qualification.

Qualification structure

Pearson Edexcel Level 2 NVQ Diploma in Construction Operations and Civil Engineering Services – Highways Maintenance (Construction) (QCF)					
M – Mandatory units for <u>all</u> pathways (credit value 5)					
Unit No.	**Unit reference number**	**M – Mandatory units**	**Credit**	**Level**	**GLH**
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
O – Optional units for <u>all</u> pathways (credit value:10 from ONE unit)					
Unit No.	**Unit reference number**	**O - Optional units**	**Credit**	**Level**	**GLH**
3	T/503/9560	Establishing Work Area Protection and Safety in the Workplace	10	2	33
4	K/503/9622	Segregating the Area for Highways Works in the Workplace	12	2	40

Pathways

A – Mandatory units – Modular Pavement Construction (credit value 42)					
Unit No.	**Unit reference number**	**A – Mandatory units**	**Credit**	**Level**	**GLH**
5	J/503/9627	Laying Modular Pavement in the Workplace	14	2	47
6	L/600/8101	Setting Out Secondary Dimensional Work Control in the Workplace	8	2	27
7	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17

B – Mandatory units – Drainage Construction (credit value 42)					
Unit No.	**Unit reference number**	**B – Mandatory units**	**Credit**	**Level**	**GLH**
6	L/600/8101	Setting Out Secondary Dimensional Work Control in the Workplace	8	2	27
8	Y/504/6775	Installing Drainage in the Workplace	19	2	63

C – Mandatory units – Excavation and Reinstatement (credit value 49)					
Unit No.	**Unit reference number**	**C – Mandatory units**	**Credit**	**Level**	**GLH**
9	A/503/9639	Locating and Protecting Utilities Apparatus and Sub-structures in the Workplace	12	2	40
10	Y/503/9650	Excavating Holes and Trenches – Manual Digging in the Workplace	10	2	33
11	H/503/9442	Reinstating Excavation and Highway Surfaces in the Workplace	12	2	40

D – Mandatory units – Flexible Pavement Construction (credit value 42)					
Unit No.	**Unit reference number**	**D – Mandatory units**	**Credit**	**Level**	**GLH**
6	L/600/8101	Setting Out Secondary Dimensional Work Control in the Workplace	8	2	27
7	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17
12	Y/503/9440	Laying Flexible Pavements in the Workplace	14	2	47

E – Mandatory units – Structural Concreting (credit value 55)					
Unit No.	**Unit reference number**	**E – Mandatory units**	**Credit**	**Level**	**GLH**
7	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17
13	M/503/9637	Pouring Concrete to Form Structures in the Workplace	18	2	60
14	R/503/9663	Erecting and Striking Proprietary Formwork in the Workplace	17	2	57

F – Mandatory units – Non-structural Concreting (credit value 41)					
Unit No.	**Unit reference number**	**F – Mandatory units**	**Credit**	**Level**	**GLH**
7	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17
15	R/504/6774	Placing and Finishing Non-specialist Concrete in the Workplace	21	2	70

G – Mandatory units – Laying Kerbs and Channels (credit value 42)					
Unit No.	**Unit reference number**	**G – Mandatory units**	**Credit**	**Level**	**GLH**
6	L/600/8101	Setting Out Dimensional Work Place Work Control in the Workplace	8	2	27
7	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17
16	D/503/9634	Laying Kerbs and Channels in the Workplace	14	2	47

H – Mandatory units – General Building Operations (credit value 51)					
Unit No.	**Unit reference number**	**H – Mandatory units**	**Credit**	**Level**	**GLH**
5	J/503/9627	Laying Modular Pavement in the Workplace	14	2	47
16	D/503/9634	Laying Kerbs and Channels in the Workplace	14	2	47
6	L/600/8101	Moving, Handling and Storing Resources in the Workplace	5	2	17

Additional units

AD – Additional units for <u>all</u> pathways					
Unit No.	**Unit reference number**	**AD – Additional units**	**Credit**	**Level**	**GLH**
17	A/600/8157	Reinstating Ground Condition in the Workplace	12	2	40
18	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	8	2	27
19	M/503/9623	Installing Street Ironwork in the Workplace	9	2	30
20	K/503/9636	Providing Temporary Excavation Support in the Workplace	15	2	50
12	H/503/9442	Reinstating Excavation and Highway Surfaces	12	2	40
21	A/600/7977	Preparing and Operating Forward Tipping Dumpers to Receive, Transport and Discharge Materials in the Workplace	16	2	53

Unit No.	Unit reference number	AD – Additional units	Credit	Level	GLH
22	K/600/8073	Preparing and Operating Ride-one Rollers to Compact Materials in the Workplace	16	2	53
23	K/600/8087	Preparing to and Directing and Guiding Plant and Plant Operations in the Workplace	7	2	23
24	M/600/8091	Preparing for, and Arranging and Securing Plant for Haulage in the Workplace	16	2	53
25	D/600/8099	Preparing and Operating Specialised Powered Tools and Equipment in the Workplace	4	2	13
26	R/600/8102	Slinging and Signalling the Movement of Loads (Secondary Role) in the Workplace	8	2	27
7	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17

How is the qualification graded and assessed?

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 qualifications are designed to be assessed:

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

Assessment strategy

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

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

Learners may provide evidence of occupational competence from:

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

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

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

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

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

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

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

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

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

Approvals agreement

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

Quality assurance

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

What resources are required?

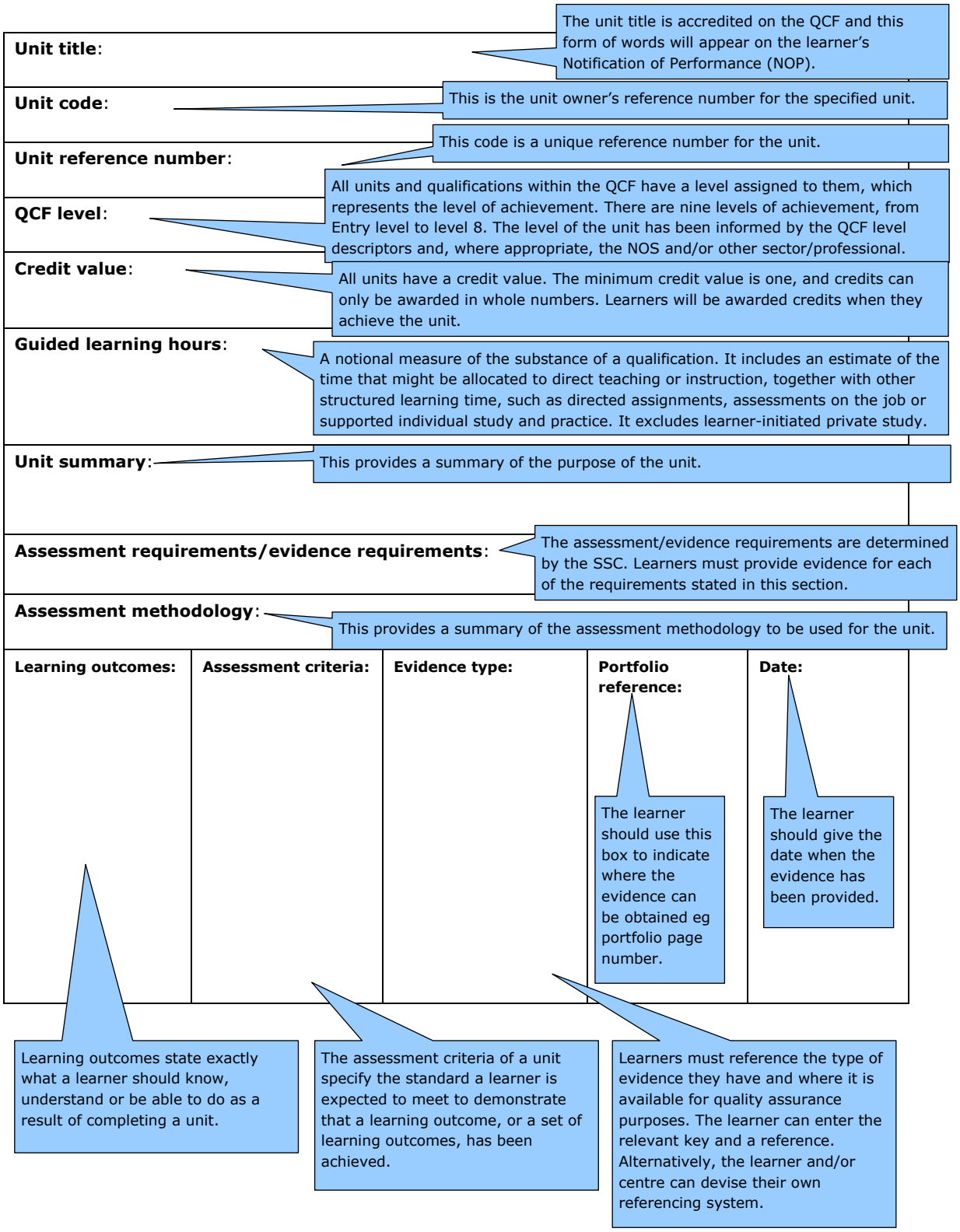
Each qualification is designed to support learners working in the construction and the built environment sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and they must be of industry standard. The centre and staff involved in the 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 D: Assessment strategy*. Staff assessing learners must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.



Units

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

Unit reference number: A/503/1170

QCF level: 1

Credit value: 2

Guided learning hours: 7

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Comply with all workplace health, safety and welfare legislation requirements.	1.1 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area. 1.2 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements. 1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment. 1.4 State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions. 1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.			

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

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: – dealing with accidents and emergencies associated with the work and environment – methods of receiving or sourcing information – reporting – stopping work – evacuation – fire risks and safe exit procedures – consultation and feedback. 3.7 State the appropriate types of fire extinguishers relevant to the work. 3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare. 4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: – recognising when to stop work in the face of serious and imminent danger to self and/or others – contributing to discussions and providing feedback – reporting changed circumstances and incidents in the workplace – complying with the environmental requirements of the workplace. 4.3 Give examples of how 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: – during the working day – on completion of the day's work – for unauthorised personnel (other operatives and the general public) – for theft. 5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 2: Conforming to Productive Working Practices in the Workplace

Unit reference number: J/503/1169

QCF level: 2

Credit value: 3

Guided learning hours: 10

Unit 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 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.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Communicate with others to establish productive work practices	1.1 Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively. 1.2 Describe the different methods of communicating with line management, colleagues and customers. 1.3 Describe how to use different methods of communication to ensure that the work carried out is productive.			
2 Interpret relevant information from organisational procedures in order to plan the sequence of work.	2.1 Interpret relevant information from organisational procedures in order to plan the sequence of work. 2.2 Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively. 2.3 Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: – using resources for own and other's work requirements – allocating appropriate work to employees – organising the work sequence – reducing carbon emissions. 2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment.			

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

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

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 3: Establishing Work Area Protection and Safety in the Workplace

Unit reference number: T/503/9560

QCF level: 2

Credit value: 10

Guided learning hours: 33

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when establishing work area protection and safety.	1.1 Interpret and extract relevant information from drawings, plans, risk assessments, method statements, specifications, schedules, site inspections and manufacturers' information. 1.2 Comply with information and/or instructions derived from risk assessments and method statements. 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, plans, risk assessments, method statements, specifications, schedules, site inspection reports, manufacturers' information, regulations and official guidance associated with protecting work areas.			

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to establish work area protection and safety.	4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment. 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – safety and security barriers – protection and safety notices – temporary structures – signs and lighting – hand and/or powered tools and equipment. 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported. 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 4.5 Describe any potential hazards associated with the resources and methods of work. 4.6 Describe how to calculate quantity, length and area associated with the method/procedure to establish work area protection and safety.			

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

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

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

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 4: Segregating the Area for Highways Works in the Workplace

Unit reference number: K/503/9622

QCF level: 2

Credit value: 12

Guided learning hours: 40

Unit 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, in accordance with:

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsement:

- Own occupational area of work.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when segregating the area for highways works.	1.1 Comply with information and/or instructions derived from risk assessments and method statements. 1.2 Comply with information and/or instructions derived from risk assessments and method statements. 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, risk assessments, method statements, schedules, manufacturers' information, statutory regulations, current legislation, official guidance and Codes of Practice governing traffic management relating to the highways works.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions. 3.5 Describe how 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
4 Select the required quantity and quality of resources for the methods of work to segregate the area for highways works.	4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment. 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – signs, lights, guards and portable traffic lights – pedestrian and vehicular traffic control systems – tools and ancillary equipment. 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported. 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 4.5 Describe any potential hazards associated with the resources and methods of work. 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to segregate the area for highways works.			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to segregating the area for highways works to the required specification.	7.1 Demonstrate the following work skills when segregating the area for highways works: – measuring, locating, setting out, positioning, assembling and removing. 7.2 Segregate the area for live highways works in compliance with recognised current legislation and official guidance and given working instructions, relating to the following: – access and egress to site – work activity and storage of resources – signs, lighting and guarding, portable traffic signals for traffic management control. 7.3 Remove signs, lighting and guarding, portable traffic signals in compliance with recognised current legislation and official guidance. 7.4 Safely use materials, tools and ancillary equipment. 7.5 Safely store the materials, tools and equipment used when segregating the area for highways works.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – plan for site safety, storage of materials and traffic management control around the highways works set out signs, traffic lights, guarding for traffic management control– – check and maintain operation of traffic control equipment – dismantle and remove signs, traffic lights, guarding – use hand tools, power tools and equipment. 7.7 Describe the needs of other occupations and how to effectively communicate within a team when segregating the area for highways works. 7.8 Describe how to maintain the hand tools and/or portable power tools, ancillary equipment and traffic control equipment used when segregating the area for highways works.			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 5: Laying Modular Pavement in the Workplace

Unit reference number: J/503/9627

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

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence

provided. The assessment record should include details of the type of evidence and the date of assessment.

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when laying modular pavement.	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information. 1.2 Comply with information and/or instructions derived from risk assessments and method statements. 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, risk assessments, method statements, manufacturers' information and regulations governing the laying of modular pavement.			

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: – in the workplace, below ground level, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions. 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to lay modular pavement.	4.1 Select resources associated with own work in relation to materials and components, and tools and equipment. 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – sand, graded granular material, lean mix concrete – blocks, stone setts, bricks, flags, natural stone – hand and/or powered tools and equipment. 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported. 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 4.5 Describe any potential hazards associated with the resources and methods of work. 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to lay modular pavement.			

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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to lay modular pavement to the required specification.	7.1 Demonstrate the following work skills when laying modular pavement: – measuring, marking out, cutting, laying, levelling, aligning, compacting and finishing. 7.2 Lay modular pavement manually and/or by machine to given working instructions, for one of the following: – block paving – brick paving – Stone/concrete setts – natural stone rough cut (riven/cropped) – natural stone uniformly cut (sawn in dimension) – flags. 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment. 7.4 Safely store the materials, tools and equipment used when laying modular pavement.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – confirm the type of block, brick, sett, flag and natural stone modular pavement – set out the area and prepare ground and foundation for modular pavement construction – confirm substrate matches given specification – mark and cut modular paving – lay modular block, brick, sett, flag and natural stone pavements manually and/or by machine – lay modular block, brick, sett, flag and natural stone pavement, domestic and/or commercial to the required design/pattern, levels and stability. 7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – monitor work against specification(s) – identify the differences between rigid (bound) and flexible (unbound) paving – install kerbs, channels, edgings and drainage – lift modular paving for removal maintenance and repair – maintain and repair modular paving to match existing design functions – use hand tools, power tools and equipment.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.7 Describe the needs of other occupations and how to effectively communicate within a team when laying modular pavement. 7.8 Describe how to maintain the tools and equipment used when laying modular pavement.			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 6: Setting Out Secondary Dimensional Work Control in the Workplace

Unit reference number: L/600/8101

QCF level: 2

Credit value: 8

Guided learning hours: 27

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of setting out secondary dimensional work control to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to setting out dimensional control of the work.	1.1 Interpret and extract information from drawings, method statements, specifications, schedules manufacturers' information and reference point. 1.2 Comply with information and/or instructions derived from risk assessments and method statements. 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: drawings, specifications, schedules, method statements, manufacturers' information, reference points and regulations governing buildings and construction work.–			
2 Know how to comply with relevant legislation and official guidance to set out dimensional control of the work.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports.			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources to set out dimensional control of the work.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: – measuring tools and equipment – marking equipment – level and alignment tools. 4.2 Select resources associated with the work in relation to measuring tools and instruments, marking materials/components and tools and equipment. 4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used. 4.4 Outline potential hazards associated with the resources and method of work. 4.5 Describe how to calculate quantity of resources associated with the work methods.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when setting out dimensional control of the work.	5.1 Protect the work and its surrounding area from damage. 5.2 Minimise damage and maintain a clean work space. 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. 5.4 Dispose of waste in accordance with legislation. 5.5 State why the disposal of waste should be carried out safely in relation to the work.			
6 Complete the work within the allocated time when setting out dimensional control of the work.	6.1 Demonstrate completion of the work within the allocated time 6.2 State the purpose of the work programme and describe why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the lifting operation.			

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

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

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 7: Moving, Handling and Storing Resources in the Workplace

Unit reference number: F/503/1171

QCF level: 2

Credit value: 5

Guided learning hours: 17

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3 Explain what the accident reporting procedures are and who is responsible for making the reports. 2.4 State the appropriate types of fire extinguishers relevant to the work. 2.5 Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when moving, handling and/or storing resources.	3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources. 3.2 Use lifting aids safely as appropriate to the work. 3.3 Protect the environment in accordance with safe working practices as appropriate to the work. 3.4 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 3.5 Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions. 3.6 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.	4.1 Select the relevant resources to be moved, handled and/or stored, associated with own work. 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: – lifting and handling aids – container(s) – fixing, holding and securing systems. 4.3 Describe how the resources should be handled and how any problems associated with the resources are reported. 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 4.5 Describe any potential hazards associated with the resources and methods of work.			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given occupational resource information to move, handle and/or store resources to the required guidance.	7.1 Demonstrate the following work skills when moving, handling and/or storing occupational resources: – moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques. 7.2 Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: – sheet material – loose material – bagged or wrapped material – fragile material – tools and equipment – components – liquids. 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources. 7.4 Describe the needs of other occupations when moving, handling and/or storing resources.			

Date:_____

Learner name: _____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____

(*if sampled*)

Unit 8: Installing Drainage in the Workplace

Unit reference number: Y/504/6775

QCF level: 2

Credit value: 19

Guided learning hours: 63

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in 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 makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when installing drainage.	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information. 1.2 Comply with information and/or instructions derived from risk assessments and method statements. 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing the installation and construction of drainage systems.			

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: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to install drainage	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: – pipes, fittings and ancillary components – pre-cast (metal, concrete, clay or plastic) components – bricks, blocks and sandbags – granular materials, aggregates, cement, concrete, mortars and sand – sealant materials (adhesives, compounds, solvents) – hand and/or powered tools and equipment. 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported. 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 4.5 Describe any potential hazards associated with the resources and methods of work. 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install drainage.			

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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to install drainage to the required specification.	7.1 Demonstrate the following work skills when installing drainage: – measuring, marking out, laying, positioning, fitting, levelling, plumbing, aligning, securing and testing. 7.2 Install and test new and/or replacement, foul and/or surface water drainage for two of the following to given working instructions: – pipework (e.g. clay, concrete, metal, or plastic) – inspection chambers (e.g. brick, concrete, metal or plastic) – surface water systems (e.g. cells, culverts, high capacity, linear, balancing ponds, interceptors, recycling equipment, soak-a-ways, sustainable urban drainage systems) – foul water systems (e.g. cess pools, septic tanks, reed beds, treatment plants). 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment. 7.4 Safely store the materials, tools and equipment used when installing drainage.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – excavate trenches and provide trench support – confirm ground conditions, site and excavations are suitable for the drainage installation work – prepare bedding for pipework – determine levels and gradients – identify the differences between surface and foul water drainage – lay, position, level, plumb, align, fit, fix and secure new and replacement drainage systems – construct structures of a drainage system (storm alleviation, culverts, inspection chambers, lateral drains, overflows, sumps, filter drains, sustainable urban drainage systems)			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assemble pre-cast components (metal, concrete, clay and plastic) of a drainage system structure (inspection chambers, street iron work) – connect and seal new systems to existing systems – conduct smoke, water, ball, air mandrel and close circuit television. 7.7 Describe the needs of other occupations and how to effectively communicate within a team when installing drainage. 7.8 Describe how to maintain the tools and equipment used when installing drainage.			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 9: Locating and Protecting Utilities Apparatus and Sub-structures in the Workplace

Unit reference number: A/503/9639

QCF 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 ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsement:

- Own occupational area of work.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when locating and protecting utilities apparatus and sub-structures.	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules, survey information and manufacturers' information. 1.2 Comply with information and/or instructions derived from risk assessments and method statements. 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, risk assessments, method statements, organisational and manufacturers' information and regulations governing utilities.			

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: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3 Explain what the accident reporting procedures are and who is responsible for making reports. 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions. 3.5 Describe how 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
	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.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to locate and protect utilities apparatus and sub-structures.	4.1 Select resources associated with own work in relation to materials and components, tools and equipment, and electronic location instruments. 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – electronic instruments – marking and protection materials – hand and/or powered tools and equipment – ancillary equipment. 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported. 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			

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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to locate and protect utilities apparatus and sub-structures to the required specification.	7.1 Demonstrate the following work skills when locating and protecting utilities apparatus and sub-structures: – measuring, locating, marking out, positioning, protecting and securing. 7.2 Locate and protect sub-surface and/or overhead utilities apparatus to given working instructions, relating to: – gas, fuel, electric, communications, water and sewage. 7.3 Safely use materials, hand tools, portable power tools, ancillary equipment and electronic instruments. 7.4 Safely store the materials, tools and equipment used when locating and protecting utilities apparatus and sub-structures.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – ensure electronic equipment is calibrated – identify utilities apparatus and sub-structures by electronic location, trial holes and visual – confirm the type of service (gas, fuel, electric, communication, water, sewage) – confirm structures (foundations, manholes, inspection chambers, joint/junction boxes) – confirm any natural environment (tree roots, natural watercourse) – mark the location of the service apparatus and sub-structures – provide for the recognition and protection of the service apparatus, sub-structure, and the natural environment during operational activities – use hand tools, power tools and equipment – work at height. 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. 7.7 Describe how to maintain the tools and equipment used when locating and protecting utilities apparatus and sub-structures.			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 10: Excavating Holes and Trenches – Manual Digging in the Workplace

Unit reference number: Y/503/9650

QCF level: 2

Credit value: 10

Guided learning hours: 33

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in 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, in accordance with:

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsement:

- Own occupational area of work.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when excavating holes and trenches by manual digging.	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information. 1.2 Comply with information and/or instructions derived from risk assessments and method statements. 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, risk assessments, method statements, manufacturers' information, statutory and regulatory Codes of Practice for excavations and support of the excavations.			

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: – in the workplace, below ground level, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions. 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to excavate holes and trenches by manual digging.	4.1 Select resources associated with own work in relation to materials and components, and tools and equipment. 4.2 Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to: – digging equipment for the excavation of holes and trenches – hand and/or powered tools and ancillary equipment. 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported. 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 4.5 Describe any potential hazards associated with the resources and methods of work. 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to excavate holes and trenches by manual digging.			

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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 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
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify and confirm the type of surface and sub-surface composition – remove ironwork, modular components – excavate ground structures manually – guide excavating machine to excavate ground structures – avoid damage to service apparatus and sub-structures – identify and store excavated and reusable materials – position, secure and remove excavation supports – provide for access and egress – work with plant and machinery – use hand tools, power tools and equipment. 7.6 Describe the needs of other occupations and how to effectively communicate within a team when excavating holes and trenches by manual digging. 7.7 Describe how to maintain the tools and equipment used when excavating holes and trenches by manual digging.			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 11: Reinstating Excavation and Highway Surfaces in the Workplace

Unit reference number: H/503/9442

QCF level: 2

Credit value: 12

Guided learning hours: 40

Unit 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, 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 own occupational area of work, plus against two of the following endorsements:

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

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when reinstating excavation and highway surfaces.	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information. 1.2 Comply with information and/or instructions derived from risk assessments and method statements. 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, risk assessments, method statements, manufacturers' information and regulations governing excavations and reinstatement work on highways			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when reinstating excavation and highway surfaces.	3.1 Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when reinstating excavation and highway surfaces. 3.2 Comply with information relating to specific risks to health when reinstating excavation and highway surfaces. 3.3 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions. 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to reinstate excavation and highway surfaces.	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: – new and re-usable materials, sub-base, road-base and pavement surface – cold-lay, warm lay and hot-lay bituminous materials – sands, jointing materials – concrete, blocks and flags – natural soil based materials – hand and/or powered tools and equipment. 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported. 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 4.5 Describe any potential hazards associated with the resources and methods of work. 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to reinstate excavation and highway surfaces.			

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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to reinstate excavation and highway surfaces to the required specification.	7.1 Demonstrate the following work skills when reinstating excavation and highway surfaces: – backfilling, consolidating, laying, compacting, positioning, securing and finishing. 7.2 Reinstate excavations and highway surfaces to given working instructions, relating to two of the following: – sub-grades, sub-bases, road-bases – cold lay bituminous – warm lay bituminous – hot lay bituminous – concrete – modular. 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment. 7.4 Safely store the materials, tools and equipment used when reinstating excavation and highway surfaces			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – confirm the type of ground structure for reinstatement (bituminous, concrete, modular, natural) – reinstate and compact backfill, sub-grades, sub-bases, road-bases pavement base for the relevant type of ground structure – protect service apparatus and sub-structures during reinstatement – reinstate the relevant type of ground surface, pavement surface, specialist surface treatments, kerbs, edge restraints, street ironwork and pavement markings – dispose of surplus materials – use hand tools, power tools and equipment. 7.6 Describe the needs of other occupations and how to effectively communicate within a team when reinstating excavation and highway surfaces. 7.7 Describe how to maintain the tools and equipment used when reinstating excavation and highway surfaces.			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 12: Laying Flexible Pavements in the Workplace

Unit reference number: Y/503/9440

QCF 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 flexible pavements in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when laying flexible pavements.	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information. 1.2 Comply with information and/or instructions derived from risk assessments and method statements. 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, risk assessments, method statements, manufacturers' information and regulations governing the laying of flexible pavement.			

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to lay flexible pavements.	4.1 Select resources associated with own work in relation to materials, tools and equipment. 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – sub-base and bituminous surface materials, bitumen sealer and emulsion – hand and/or powered tools and ancillary equipment. 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported. 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 4.5 Describe any potential hazards associated with the resources and methods of work. 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to lay flexible pavements.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when laying flexible pavements.	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 flexible pavements.	6.1 Complete the work within the allocated time when laying flexible pavements. 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to lay flexible pavements to the required specification.	7.1 Demonstrate the following work skills when laying flexible pavements: – measuring, marking out, laying, spreading, rolling, compacting and finishing. 7.2 Lay flexible pavement to given working instructions relating to: – sub-base construction – bituminous surface material. 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment. 7.4 Safely store the materials, tools and equipment used when laying flexible pavements. 7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare the area for laying of flexible pavement – assess the suitability of flexible pavement materials – lay, compact and finish sub-base and bituminous surface of the flexible pavement – work with plant or machinery – use hand tools, power tools and equipment. 7.6 Describe the needs of other occupations and how to effectively communicate within a team when laying flexible pavements. 7.7 Describe how to maintain the tools and equipment used when laying flexible pavements.			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 13: Pouring Concrete to Form Structures in the Workplace

Unit reference number: M/503/9637

QCF 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 the following endorsement:

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when pouring concrete to form structures.	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information. 1.2 Comply with information and/or instructions derived from risk assessments and method statements. 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, risk assessments, method statements, manufacturers' information and regulations governing construction works.			

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: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when pouring concrete to form structures.	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. 3.2 Comply with information relating to specific risks to health when pouring concrete to form structures. 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions. 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to pour concrete to form structures.	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: – ready-mix concrete materials – slump test equipment, skips, poker vibrator, tampers, floats and trowels – hand and/or powered tools and equipment. 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported. 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 4.5 Describe any potential hazards associated with the resources and methods of work. 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to pour concrete to form structures.			

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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to pour concrete to form structures to the required specification.	7.1 Demonstrate the following work skills when pouring concrete to form structures: – measuring, positioning, placing, spreading, vibrating, compacting and finishing. 7.2 Place, compact and finish structural concrete in horizontal and vertical formwork to given working instructions relating to two of the following placements: – chute – elephant's trunk – skip – pump – mono-rail. 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment. 7.4 Safely store the materials, tools and equipment used when pouring concrete to form structures.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assess and confirm suitability of concrete and area for placement – place concrete by chute, elephant's trunk, overhead skip, pumping – pour to correct levels and coverage of steel reinforcement – work with and around plant and machinery – support consistency testing – vibrate, compact, finish and cure the structural concrete – use hand tools, power tools and equipment – work at height – use access equipment. 7.6 Describe the needs of other occupations and how to effectively communicate within a team when pouring concrete to form structures. 7.7 Describe how to maintain the tools and equipment used when pouring concrete to form structures.			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 14: Erecting and Striking Proprietary Formwork in the Workplace

Unit reference number: R/503/9663

QCF level: 2

Credit value: 17

Guided learning hours: 57

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, in accordance with:

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when erecting and striking proprietary formwork.	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules, and manufacturers' and suppliers information. 1.2 Comply with information and/or instructions derived from risk assessments and method statements. 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, risk assessments, method statements, and manufacturers' and suppliers information.			

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: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions. 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to erect and strike proprietary formwork.	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: – proprietary formwork and associated items – tie systems – prop systems – protective coatings – fixtures and fittings – access equipment. – hand and/or powered tools and equipment. 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported. 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 4.5 Describe any potential hazards associated with the resources and methods of work. 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect and strike proprietary formwork.			

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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to erect and strike proprietary formwork to the required specification.	7.1 Demonstrate the following work skills when erecting and striking proprietary formwork: – measuring, marking out, aligning, positioning, levelling, plumbing, securing, removing and storing. 7.2 Erect and strike proprietary formwork 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 erecting and striking proprietary formwork. 7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – erect and strike proprietary formwork for walls, columns, beams, soffits, channels, ground slabs and bases – attach and remove safe lifting provision – position, secure and remove prop and tie systems – apply release agents – move, clean, stack and store proprietary forms – work with plant and machinery – use hand tools, power tools and equipment – work at height – use access equipment.			

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

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 15: Placing and Finishing Non-specialist Concrete in the Workplace

Unit reference number: R/504/6774

QCF level: 2

Credit value: 21

Guided learning hours: 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, 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 makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when placing and finishing non-specialist concrete.	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information. 1.2 Comply with information and/or instructions derived from risk assessments and method statements. 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and current regulations associated with placing and finishing non-specialist concrete.			

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: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions. 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to place and finish non-specialist concrete.	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: – concrete, fabric reinforcement, timber, plywood, proprietary slab edgings and fixings hand tools and equipment. 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported. 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 4.5 Describe any potential hazards associated with the resources and methods of work. 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to place and finish non-specialist 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 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: – types of progress charts, timetables and estimated times 6.3 organisational procedures for reporting circumstances which will affect the work programme.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to place and finish non-specialist concrete to the required specification.	7.1 Demonstrate the following work skills when placing and finishing non-specialist concrete: – measuring, marking out, laying, compacting, finishing, positioning and securing. 7.2 Lay and finish concrete to given working instructions for three of the following: – concrete slabs/bases (footing, oversites or paths) – form slab edging – position reinforcement – form surface finish (tamped, floated, brushed and trowelled). 7.3 Safely use materials, hand tools and ancillary equipment. 7.4 Safely store the materials, tools and equipment used when placing and finishing non-specialist concrete.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – handle, transport and test concrete – transport, lay, compact, cure and protect concrete with tamped, floated, brushed and trowelled finishes – cure and protect – place fabric reinforcement – concrete mix ratios (volume and gauge boxes) – place concrete into formwork and shuttering – form slab edging – work with plant and machinery – use hand tools and ancillary equipment. 7.6 Describe the needs of other occupations and how to effectively communicate within a team when placing and finishing non-specialist concrete. 7.7 Describe how to maintain the tools and equipment used when placing and finishing non-specialist concrete.			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 16: Laying Kerbs and Channels in the Workplace

Unit reference number: D/503/9634

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when laying kerbs and channels.	1.1 Interpret and extract relevant information from drawings, risk assessment, method statements, specifications, schedules and manufacturers' information. 1.2 Comply with information and/or instructions derived from risk assessments and method statements. 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, risk assessments, method statements, manufacturers' information and regulations for laying kerbs and channels.			

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: – in the workplace, below ground level, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions. 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to lay kerbs and channels.	4.1 Select resources associated with own work in relation to materials and components, and tools and equipment. 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – sand, cement, aggregates, additives – kerbs and channels – hand and/or powered tools and ancillary equipment. 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported. 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 4.5 Describe any potential hazards associated with the resources and methods of work. 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to lay kerbs and channels.			

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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to lay kerbs and channels to the required specification.	7.1 Demonstrate the following work skills when laying kerbs and channels: – measuring, marking out, cutting, positioning, levelling, aligning, compacting and finishing. 7.2 Lay kerbs and/or channels 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 laying kerbs and channels. 7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify different types of kerbs or channels – set out the area and prepare ground and foundation for laying kerbs or channels – lay and align kerbs or channels to the required specifications – mark and cut kerbs and channels – monitor work against specification – use hand tools, power tools and equipment. 7.6 Describe the needs of other occupations and how to effectively communicate within a team when laying kerbs and channels. 7.7 Describe how to maintain the tools and equipment used when laying kerbs and channels.			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 17: Reinstating Ground Condition in the Workplace

Unit reference number: A/600/8157

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when reinstating ground condition.	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information. 1.2 Comply with information and/or instructions derived from risk assessments and method statement. 1.3 Comply with information and/or instructions derived from risk assessments and method statement. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules and manufacturers' information.			
2 Know how to comply with relevant legislation and official guidance when reinstating ground condition.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3 State what the accident reporting procedures are and who is responsible for making reports.			

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

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: – flags, blocks, edging, aggregates, cement, black top, top soil, seeds – hand and/or powered tools and equipment. 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment. 4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used. 4.4 Outline potential hazards associated with the resources and method of work. 4.5 Describe how to calculate quantity and area associated with the method/procedure to reinstate ground condition.			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to reinstate ground condition to the required specification.	7.1 Demonstrate the following work skills when reinstating ground condition: – measuring, marking out, laying, bedding, positioning, securing and finishing. 7.2 Reinstate ground conditions to contractor's working instructions for at least two of the following: – flag – block – concrete – black top surfaces – cultivated and grassed areas. 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – place and compact sub-grade and sub-base – form levels – reinstate hard landscaping of flag, block, concrete and black top surfaces – reinstate cultivated and grassed areas – use hand tools, power tools and equipment. 7.4 Safely use and store hand tools, portable power tools and ancillary equipment. 7.5 State the needs of other occupations and how to communicate within a team when reinstating ground condition.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.6 Describe how to maintain the tools and equipment used when reinstating ground condition.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 18: Erecting and Dismantling Access/Working Platforms in the Workplace

Unit reference number: D/600/8281

QCF level: 2

Credit value: 8

Guided learning hours: 27

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsements:

- Own occupational area of work

Plus two or more of the following:

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

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when erecting and dismantling access/working platforms.	1.1 Interpret and extract information from specifications, method statements, risk assessments and manufacturers' information. 1.2 Comply with information and/or instructions derived from risk assessments and method statement. 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – specifications, current legislation, method statements, risk assessments and manufacturers' information.			
2 Know how to comply with relevant legislation and official guidance when erecting and dismantling access/working platforms.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, in confined areas, with tools and equipment, with movement/storage of materials and by manual handling. 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3 State what the accident reporting procedures are and who is responsible for making reports.			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – ladders/crawler boards – stepladders/platform steps – trestles – proprietary staging/podiums – proprietary towers – mobile scaffold towers – protection equipment and notices – tools and ancillary equipment. 4.2 Select resources associated with own work in relation to materials, components, tools and equipment. 4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used. 4.4 Outline potential hazards associated with the resources and method of work. 4.5 Describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms.	5.1 Protect the work and its surrounding area from damage. 5.2 Minimise damage and maintain a clean work space. 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. 5.4 Dispose of waste in accordance with legislation. 5.5 State why the disposal of waste should be carried out in relation to the work.			
6 Complete the work within the allocated time when erecting and dismantling access/working platforms.	6.1 Demonstrate completion of the work within the allocated time. 6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: – organisational procedures for reporting circumstances which will affect the work programme.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to erect and dismantle access/ working platforms to the required specification.	7.1 Demonstrate the following work skills when erecting and dismantling access/working platforms: – moving, positioning/erecting, securing, checking, dismantling and removing. 7.2 Erect, dismantle and store two of the following access equipment to given access regulations: – ladders/crawler boards – stepladders/platform steps – proprietary towers – trestle platforms – mobile scaffold towers – proprietary staging/podiums.			

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

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 19: Installing Street Ironwork in the Workplace

Unit reference number: M/503/9623

QCF level: 2

Credit value: 9

Guided learning hours: 30

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsement:

- Own occupational area of work

Plus against one of the following:

- new
- reinstatement.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when installing street ironwork.	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information. 1.2 Comply with information and/or instructions derived from risk assessments and method statements. 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, risk assessments, method statements, manufacturers' information and regulations for street ironwork fixtures.			

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: – in the workplace, below ground level, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to install street ironwork.	4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment. 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – sand, cement, mortar, patent epoxy resin-based materials – access covers and frames, gully grates and frames – hand and/or powered tools and equipment. 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported. 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 4.5 Describe any potential hazards associated with the resources and methods of work. 4.6 Describe how to calculate quantity and size associated with the method/procedure to install street ironwork.			

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

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

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

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 20: Providing Temporary Excavation Support in the Workplace

Unit reference number: K/503/9636

QCF level: 2

Credit value: 15

Guided learning hours: 50

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, in accordance with:

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsement:

- Own occupational area of work.

Plus against two of the following:

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

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when providing temporary excavation support.	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information. 1.2 Comply with information and/or instructions derived from risk assessments and method statements. 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, risk assessments, method statements, manufacturers' information and regulations governing construction works and support of excavations.			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe and healthy working practices when providing temporary excavation support.	3.1 Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with current legislation and organisational requirements when providing temporary excavation support. 3.2 Comply with information relating to specific risks to health when providing temporary excavation support. 3.3 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: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions. 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to provide temporary excavation support.	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: – poling boards, walings, struts, wedges, soldiers, steel struts and trench sheets – proprietary systems – ancillary fixing devices – hand and/or powered tools and ancillary equipment. 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported. 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 4.5 Describe any potential hazards associated with the resources and methods of work 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to provide temporary excavation support.			

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: – types of progress charts, timetables and estimated – times – organisational procedures for reporting circumstances which will affect the work programme.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to provide temporary excavation support to the required specification.	7.1 Demonstrate the following work skills when providing temporary excavation support: – measuring, marking out, preparing, positioning, fitting, supporting, fixing, securing, dismantling and removing. 7.2 Provide and remove temporary excavation support to given working instructions, relating to two of the following support frameworks: – skeleton – open and close boarding – drag box – trench box – coffer dam – diaphragm wall – secant support. 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment. 7.4 Safely store the materials, tools and equipment used when providing temporary excavation support.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assess the excavated area and select suitable temporary support for the excavation – provide for safe access and egress around the temporary excavation support – construct/erect/install temporary excavation support – work with and around plant and machinery – inspect and maintain the integrity and safety of the temporary support structure – dismantle and remove the excavation support structure – use hand tools, power tools and equipment – work at height and in confined spaces – use access equipment. 7.6 Describe the needs of other occupations and how to effectively communicate within a team when providing temporary excavation support. 7.7 Describe how to maintain the tools and equipment used when providing temporary excavation support.			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 21: Preparing and Operating Forward Tipping Dumpers to Receive, Transport and Discharge Materials in the Workplace

Unit reference number: A/600/7977

QCF level: 2

Credit value: 16

Guided learning hours: 53

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating forward tipping dumpers to transport and discharge materials to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

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

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the use of forward tipping dumpers to carry out transporting and discharging operations.	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information. 1.2 Comply with information and/or instructions derived from risk assessments and method statements. 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to transporting and discharging operations.			
2 Organise with others the sequence and operation in which transporting and discharging operations using forward tipping dumpers are to be carried out.	2.1 Organise the work according to given information or instructions. 2.2 Describe how to communicate ideas between team members. 2.3 Organise and communicate with team members and other associated occupations. 2.4 State how to organise resources prior to and during transporting and discharging operations using forward tipping dumpers.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to comply with relevant legislation and official guidance to carry out transporting and discharging operations with forward tipping dumpers.	3.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 3.3 State what the accident reporting procedures are and who is responsible for making reports.			
4	Maintain safe working practices when preparing for and carrying out transporting and discharging operations using forward tipping dumpers.	4.1	Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during transporting and discharging operations. 4.2 Explain why and when personal protective equipment (PPE) should be used, relating to transporting and discharging operations, and the types, purpose and limitations of each type. 4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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.	5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: – consumables, lubricants and fuels – attachments, transporting and discharging aids – hand tools, ancillary equipment and/or accessories. 5.2 Request and select resources associated with forward tipping dumpers in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment. 5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used. 5.4 Outline potential hazards associated with the resources and method of work. 5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out transporting and discharging operations using forward tipping dumpers.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when transporting and discharging materials using forward tipping dumpers.	6.1 Protect the work and its surrounding area from damage. 6.2 Minimise damage and maintain a clean work space. 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. 6.4 Dispose of waste in accordance with legislation. 6.5 State why the disposal of waste should be carried out safely in relation to the work.			
7 Complete the work within the allocated time when preparing to and transporting and discharging materials using forward tipping dumpers.	7.1 Demonstrate completion of the work within the allocated time. 7.2 Shut down and secure forward tipping dumpers. 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to receive, transport and discharge materials using forward tipping dumpers to the required specification.	8.1 Demonstrate the following work skills when preparing for and transporting and discharging loose materials using forward tipping dumpers: – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, receiving, transporting and depositing. 8.2 Prepare, position, set up and operate forward tipping dumpers to receive, transport and discharge loads to given working instructions.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: – identify the characteristics of the forward tipping dumper used for transporting and discharging work – carry out performance checks – prepare, set up and adjust for operational requirements – complete functional checks – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area – identify the area for discharging – check to avoid damage to structures and utilities service apparatus – receive, transport and discharge materials safely and securely – shut down and secure forward tipping dumper – use hand tools, ancillary equipment and accessories. 8.4 Safely use and store hand tools and ancillary equipment.			

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

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 22: Preparing and Operating Ride-on Rollers to Compact Materials in the Workplace

Unit reference number: K/600/8073

QCF level: 2

Credit value: 16

Guided learning hours: 53

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating ride-on rollers to compact materials to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.This unit can be assessed against one of the following endorsements:

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

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the use of ride-on rollers to carry out compacting operations.	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information. 1.2 Comply with information and/or instructions derived from risk assessments and method statements. 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to compacting operations.			
2 Organise with others the sequence and operation in which compacting operations using ride-on rollers are to be carried out.	2.1 Organise the work according to given information or instructions. 2.2 Describe how to communicate ideas between team members. 2.3 Organise and communicate with team members and other associated occupations. 2.4 State how to organise resources prior to and during compacting operations using ride-on rollers.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to comply with relevant legislation and official guidance to carry out compacting operations with ride-on rollers.	3.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 3.3 State what the accident reporting procedures are and who is responsible for making reports.			
4	Maintain safe working practices when preparing for and carrying out compacting operations using ride-on rollers.	4.1	Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during compacting operations. 4.2 Explain why and when personal protective equipment (PPE) should be used, relating to compacting operations, and the types, purpose and limitations of each type. 4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: – consumables, lubricants and fuels – attachments and compacting operational aids – hand tools, ancillary equipment and/or – accessories. 5.2 Request and select resources associated with ride-on rollers in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment. 5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used. 5.4 Outline potential hazards associated with the resources and method of work. 5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out compacting operations 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 compacting materials using ride-on rollers.	6.1 Protect the work and its surrounding area from damage. 6.2 Minimise damage and maintain a clean work space. 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. 6.4 Dispose of waste in accordance with legislation. 6.5 State why the disposal of waste should be carried out safely in relation to the work.			
7 Complete the work within the allocated time when preparing to and compacting materials using ride-on rollers.	7.1 Demonstrate completion of the work within the allocated time. 7.2 Shut down and secure ride-on rollers. 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to 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: – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning and compacting. 8.2 Prepare, position, set up and operate ride-on rollers to compact a variety of materials, in various locations, to given working instructions.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: – identify the characteristics of the ride-on roller used for compacting work – carry out performance checks – prepare, set up and adjust for operational requirements – complete functional checks – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area – identify the area for compacting – check to avoid damage to structures and utilities service apparatus – compact materials safely and securely – shut down and secure ride-on roller – use hand tools, ancillary equipment and accessories. 8.4 Safely use and store hand tools and ancillary equipment. 8.5 State the needs of other occupations and how to communicate within a team when preparing to and carrying out compacting operations. 8.6 Describe how to maintain the plant, tools and equipment used to compact materials.			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 23: Preparing to and Directing and Guiding Plant and Plant Operations in the Workplace

Unit reference number: K/600/8087

QCF level: 2

Credit value: 7

Guided learning hours: 23

Unit summary

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 operations in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the preparation for, and directing and guiding plant.	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information. 1.2 Comply with information and/or instructions derived from risk assessments and method statements. 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance.			
2 Organise with others the sequence and operation in which directing and guiding plant is to be carried out.	2.1 Organise the work according to given information or instructions. 2.2 Describe how to communicate ideas between team members. 2.3 Organise and communicate with team members and other associated occupations. 2.4 State how to organise resources prior to and during directing and guiding plant.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to comply with relevant legislation and official guidance to direct and guide plant.	3.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 3.3 State what the accident reporting procedures are and who is responsible for making reports.			
4 Maintain safe working practices when preparing for, directing and guiding plant.	4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements when directing and guiding plant. 4.2 Explain why and when personal protective equipment (PPE) should be used, relating to directing and guiding plant, and the types, purpose and limitations of each type. 4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Select the required quantity and quality of resources to prepare for, and when directing and guiding plant.	5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: – signalling and communication equipment – hand tools and ancillary equipment. 5.2 Select resources associated with directing and guiding plant in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment. 5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used. 5.4 Outline potential hazards associated with the resources and method of work. 5.5 Describe how to calculate weight/bearing pressure, quantity, length and area and identification of centres of gravity associated with the method/procedures to carry out the work.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when directing and guiding plant.	6.1 Protect the work and its surrounding area from damage. 6.2 Minimise damage and maintain a clean work space. 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. 6.4 Dispose of waste in accordance with legislation. 6.5 State why the disposal of waste should be carried out safely in relation to the work.			
7 Complete the work within the allocated time when preparing to, and directing and guiding plant.	7.1 Demonstrate completion of the work within the allocated time. 7.2 State the purpose of the work programme and describe why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to prepare to, and direct and guide plant using to the required specification.	8.1 Demonstrate the following work skills when preparing to, and directing and guiding plant and operations: – setting up, checking, communicating, estimating, interpreting, directing, guiding, indicating, informing, instructing, positioning, moving, signalling and relaying. 8.2 Prepare to, and position plant by directing and guiding the movement of plant and plant operations to given working instructions, using at least one of the following communication methods: – hand signals – hand signalling equipment – verbal/electronic communication. 8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: – assess and determine the movement and operations of plant – direct and guide the movement and operations of plant – signal and communicate following recognised/agreed operational procedures – use hand tools and ancillary equipment. 8.4 Safely use and store hand tools, signalling and communication equipment and ancillary equipment.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.5 State the needs of other occupations and how to communicate within a team when preparing to and directing and guiding plant. 8.6 Describe how to maintain the tools and equipment used to direct and guide plant.			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 24: Preparing for, and Arranging and Securing Plant for Haulage in the Workplace

Unit reference number: M/600/8091

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

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.

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing for, and arranging and securing plant for haulage to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the preparation of, and the arranging and securing of plant for haulage.	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information. 1.2 Comply with information and/or instructions derived from risk assessments and method statements. 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance.			
2 Know how to comply with relevant legislation and official guidance to carry out the arranging and securing of plant for haulage.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3 State what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when preparing for and arranging and securing plant for haulage.	3.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements when arranging and securing plant for haulage. 3.2 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements when arranging and securing plant for haulage. 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources to prepare for, and when arranging and securing plant for haulage.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: – load restraint and securing accessories inc. wire rope, chain, fabric, web hooks, shackles and clamps – hand tools and ancillary equipment. 4.2 Select resources associated with the work in relation to load restraint and securing accessories and/or ancillary equipment. 4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used. 4.4 Outline potential hazards associated with the resources and method of work. 4.5 Describe how to calculate weight/bearing pressure, quantity, length and area, and identification of centres of gravity associated with the method/procedures to carry out the work.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when arranging and securing plant for haulage.	5.1 Protect the work and its surrounding area from damage. 5.2 Minimise damage and maintain a clean work space. 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. 5.4 Dispose of waste in accordance with legislation. 5.5 State why the disposal of waste should be carried out safely in relation to the work.			
6 Complete the work within the allocated time when preparing to, and arranging and securing plant for haulage.	6.1 Demonstrate completion of the work within the allocated time. 6.2 State the purpose of the work programme and describe why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to prepare to, and arrange and secure plant for haulage to the required specification.	7.1 Demonstrate the following work skills when preparing to, and arranging and securing plant for haulage: – selecting, fitting, attaching, adjusting, setting up, checking, configuring, measuring, gauging, calculating, positioning, removing and storing. 7.2 Prepare to, and arrange and secure plant for haulage to given working instructions, using appropriate restraining methods and restraining/securing accessories on the following types of plant. – wheeled plant – tracked plant – compacting plant. 7.3 Remove restraining/securing accessories from plant following haulage and ready for movement from the transporter.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to prepare to, and arrange and secure plant for haulage to the required specification.	7.4 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: – identify the characteristics of the plant and restraining/securing accessories – determine methods for restraining – select and use suitable restraining/securing accessories – arrange and secure plant – confirm stability, positioning and weight distribution – remove and store restraining/securing accessories on completion of haulage – work at height – use hand tools, ancillary equipment and accessories. 7.5 Safely use and store hand tools, restraining/securing accessories and ancillary equipment. 7.6 State the needs of other occupations and how to communicate within a team when preparing to and arranging and securing plant for haulage. 7.7 Describe how to maintain the tools and equipment used to arrange and secure plant for haulage.			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

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

Unit reference number: D/600/8099

QCF level: 2

Credit value: 4

Guided learning hours: 13

Unit summary

The aim of this unit is to 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.

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

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

- generators
- pumps
- pedestrian operated plant or machinery
- mixers
- compressors
- self-powered tools.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the preparation and use of powered tools and/or equipment.	1.1 Interpret and extract information from drawings, specifications, risk assessments, method statements, legislation, codes of practice, operating instructions and manufacturers' information. 1.2 Comply with information and/or instructions derived from risk assessments and method statements. 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, risk assessments, method statements, legislation, codes of practice, manufacturers' information and instructions applicable to powered tool operations.			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Request and select the required quantity and quality of resources to prepare for sustain powered tools and/or equipment.	4.1 Request and select resources associated with the type of work in relation to fuel, power source, lubricants and consumables. 4.2 Outline the organisational procedures for requisitioning consumables and other resources and why they have been developed and how they are used. 4.3 Outline potential hazards associated with the resources and method of work and how they are overcome.			
5 Minimise the risk of damage to the work and surrounding area when using powered tools and/or equipment.	5.1 Protect the work and its surrounding area from damage. 5.2 Minimise damage and maintain a clean work space. 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. 5.4 Dispose of waste in accordance with legislation. 5.5 State why the disposal of waste should be carried out safely in relation to the work.			

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when preparing for and using powered tools and/or equipment. 7.6 Disassemble power units, tools and ancillary equipment following completion of work.			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 26: Slinging and Signalling the Movement of Loads (Secondary Role) in the Workplace

Unit reference number: R/600/8102

QCF level: 2

Credit value: 8

Guided learning hours: 27

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the preparation for and the slinging and signalling of loads.	1.1 Interpret and extract information from drawings, specifications, schedules, method statements and manufacturers' information. 1.2 Comply with information and/or instructions derived from risk assessments and method statements. 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, manufacturers' information, approved procedures and Codes of Practice.			
2 Organise with others the sequence and operation in which the slinging and signalling of loads is to be carried out.	2.1 Organise the work according to given information or instructions. 2.2 Describe how to communicate ideas between team members. 2.3 Describe how to communicate ideas between team members. 2.4 State how to organise resources prior to and when slinging and signalling of loads.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to comply with relevant legislation and official guidance to carry out slinging and signalling of loads.	3.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 3.3 State what the accident reporting procedures are and who is responsible for making reports.			
4 Maintain safe working practices when preparing for and slinging and signalling loads.	4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements when slinging and signalling of loads. 4.2 Explain why and when personal protective equipment (PPE) should be used, relating to slinging and signalling of loads, and the types, purpose and limitations of each type. 4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Select the required quantity and quality of resources to prepare for and when slinging and signalling loads.	5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: – lifting accessories – signalling and communication equipment – hand tools and ancillary equipment. 5.2 Select resources associated with slinging/signalling in relation to hand tools, attachments, slinging equipment, lifting aids/accessories, signalling and communication equipment. 5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used. 5.4 Outline potential hazards associated with the resources and method of work. 5.5 Describe how to calculate weight, bearing pressure, quantity, length and area associated with the method/procedures to carry out slinging/signalling.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when slinging and signalling loads.	6.1	Protect the work and its surrounding area from damage.			
		6.2	Minimise damage and maintain a clean work space.			
		6.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.4	Dispose of waste in accordance with legislation.			
		6.5	State why the disposal of waste should be carried out safely in relation to the work.			
7	Complete the work within the allocated time when preparing to and slinging and signalling loads.	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the lifting operation.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to prepare to and sling and signal loads for movement to the required specification.	8.1 Demonstrate the following work skills when preparing to and slinging and signalling loads: – measuring, gauging, estimating, fitting, fixing, testing, balancing, interpreting, judging, explaining, preparing, indicating, informing, instructing, signing, positioning, adjusting, configuring, moving, securing, signalling, relaying and removing. 8.2 Prepare to and attach loads to lifting equipment, and guide loads using signals to the required destination to given working instructions using appropriate load securing methods and lifting accessories. 8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: – confirm method of communication – determine the method of slinging – select and use suitable slinging equipment/lifting accessories – sling loads securely and balance within correct weight distribution following agreed/recognised operational procedures – position loads safely and securely – remove and store lifting accessories – use hand tools, ancillary equipment and accessories.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.4 Safely use and store hand tools and slinging, signalling, communication and ancillary equipment. 8.5 State the needs of other occupations and how to communicate within a team when preparing to and slinging and signalling loads. 8.6 Describe how to maintain the tools and equipment used to sling and signal loads.			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Further information

For information on our qualifications, please contact our Customer Services team on one of the following numbers:

BTEC and NVQ	0844 576 0045
GCSE	0844 576 0027
The Diploma	0844 576 0028
DiDA	0844 372 2186
Administration and systems	0844 463 2535

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

Useful publications

Related information and publications include:

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

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

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

How to obtain National Occupational Standards

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

Professional development and training

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

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

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

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

The training we provide:

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

Annexe A: Progression pathways

The Edexcel qualification framework for the construction and built environment sector

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

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

Annexe B: Quality assurance

Key principles of quality assurance

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

Quality assurance processes

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

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

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

Edexcel quality-assurance processes will involve:

- gaining centre recognition and approval - if a centre is not currently approved to offer Edexcel qualifications - and qualification approval through satisfying the Edexcel approved centre criteria
- visits to centres, conducted by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessment processes, and assessor decisions for the occupational sector. The minimum frequency of Standards Verifiers' visits to centres is usually two per year (a total of two days per year). The exact frequency and duration of Standards Verifier visits must reflect a centre's performance, taking account of the number:
    - of assessment sites
    - and throughput of candidates
    - and turnover of assessors
    - and turnover of internal verifiers.
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

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

Annexe C: Registration and certification

Registration

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

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

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

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

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

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

Certification

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

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

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

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claim Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs, SVQs and competence qualifications through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

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

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

Annexe D: Assessment strategy

The ConstructionSkills assessment strategy is available on the Edexcel website, alongside the full specification on the Construction NVQ/Competence page.

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

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