

# **Pearson Edexcel Level 2 NVQ Diploma in Mastic Asphaltting (Construction) (QCF)**

## **Specification**

Pearson Edexcel NVQ/competence-based  
qualifications (QCF)

First registration June 2013

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# Contents

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<b>Qualification title covered by this specification</b>	<b>1</b>
<b>Key features of the Pearson Edexcel Level 2 NVQ Diploma in Mastic Asphalt (Construction) (QCF)</b>	<b>3</b>
What is the purpose of this qualification?	3
Who is this qualification for?	3
What are the benefits of this qualification to the learner and employer?	3
What are the potential job roles for those working towards this qualification?	3
What progression opportunities are available to learners who achieve this qualification?	4
<b>What is the qualification structure for the Pearson Edexcel Level 2 NVQ Diploma in Mastic Asphalt (Construction) (QCF)?</b>	<b>5</b>
<b>How is the qualification graded and assessed?</b>	<b>7</b>
Assessment strategy	7
Types of evidence (to be read in conjunction with the assessment strategy in <i>Annexe D</i> )	8
<b>Centre recognition and approval</b>	<b>9</b>
Centre recognition	9
Approvals agreement	9
<b>Quality assurance</b>	<b>9</b>
<b>What resources are required?</b>	<b>9</b>
<b>Unit format</b>	<b>10</b>
<b>Units</b>	<b>11</b>
Unit 1: Preparing Resources for Mastic Asphalt in the Workplace	13
Unit 2: Preparing Backgrounds for Mastic Asphalt in the Workplace	21
Unit 3: Applying Mastic Asphalt in the Workplace	31
Unit 4: Repairing and Maintaining Mastic Asphalt Coverings in the Workplace	41
Unit 5: Conforming to General Health, Safety and Welfare in the Workplace	51
Unit 6: Conforming to Productive Working Practices in the Workplace	57
Unit 7: Moving, Handling and Storing Resources in the Workplace	63
Unit 8: Installing Decking for Flat Roof Coverings in the Workplace	71
Unit 9: Carrying Out Site Measurements and Evaluations in the Workplace	79
Unit 10: Slinging and Signalling the Movement of Loads (Secondary Role) in the Workplace	87

<b>Further information</b>	<b>95</b>
<b>Useful publications</b>	<b>95</b>
How to obtain National Occupational Standards	95
<b>Professional development and training</b>	<b>96</b>
<b>Annexe A: Progression pathways</b>	<b>97</b>
The Edexcel qualification framework for the construction and the built environment sector	97
<b>Annexe B: Quality assurance</b>	<b>99</b>
Key principles of quality assurance	99
Quality assurance processes	99
<b>Annexe C: Registration and certification</b>	<b>101</b>
Registration	101
What are the access arrangements and special considerations for the qualification in this specification?	101
Certification	101
<b>Annexe D: Assessment strategy</b>	<b>103</b>

## Qualification title covered by this specification

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

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>
Pearson Edexcel Level 2 NVQ Diploma in Mastic Asphaltting (Construction) (QCF)	600/9089/3	10/05/13

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 June 2013:

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>	<b>Accreditation end date</b>
Pearson Edexcel Level 2 NVQ Diploma in Mastic Asphaltting (Construction) (QCF)	600/4066/X	18/11/11	31/05/13

# Key features of the Pearson Edexcel Level 2 NVQ Diploma in Mastic Asphaltting (Construction) (QCF)

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This qualification:

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

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

## What is the purpose of this qualification?

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

## Who is this qualification for?

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

Edexcel's policy is that the qualification should:

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

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

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

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

- Construction operative
- Mastic asphalter

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

This qualification allows learners to demonstrate competence in mastic asphaltting 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 Mastic Asphaltting (Construction) (QCF)?

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

## Qualification structure summary

To achieve this qualification, learners must complete 55 credits from the 7 mandatory units in Group A. Learners may also choose to complete additional credits from Group B, however these will not count towards the minimum credit value for the qualification.

Additional units from Group B are deemed, by industry-led working groups, as relevant to the occupation and may be used to enhance the qualification for this occupation.

<b>Pearson Edexcel Level 2 NVQ Diploma in Mastic Asphaltting (Construction) (QCF)</b>					
<b>Unit No.</b>	<b>Unit reference number</b>	<b>A — Mandatory units</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
1	J/600/6573	Preparing Resources for Mastic Asphalt in the Workplace	7	1	23
2	A/600/6604	Preparing Backgrounds for Mastic Asphalt in the Workplace	13	2	43
3	D/600/6580	Applying Mastic Asphalt in the Workplace	15	2	50
4	H/600/6581	Repairing and Maintaining Mastic Asphalt Coverings in the Workplace	10	2	33
5	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	2	1	7
6	J/503/1169	Conforming to Productive Working Practices in the Workplace	3	2	10
7	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17

Unit No.	Unit reference number	B – Additional units	Credit	Level	GLH
8	Y/600/6593	Installing Decking for Flat Roof Coverings in the Workplace	13	2	43
9	L/503/9919	Carrying Out Site Measurements and Evaluations in the Workplace	19	3	63
10	R/600/8102	Slinging and Signalling the Movement of Loads (Secondary Role) in the Workplace	8	2	27

## How is the qualification graded and assessed?

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

To pass a unit a learner must:

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

The qualification is designed to be assessed:

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

### Assessment strategy

The assessment strategy for this qualification has been included in *Annexe D*. It has 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:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	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](http://www.edexcel.com). Alternatively, centres can develop their own recording documents.

# Centre recognition and approval

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## Centre recognition

Centres that have not previously offered 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

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

## What resources are required?

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This qualification is designed to support learners working in the construction and the built environment sector. Physical resources need to support the delivery of the qualification 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.

<b>Unit title:</b>					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
<b>Unit code:</b>					This is the unit owner's reference number for the specified unit.
<b>Unit reference number:</b>					This code is a unique reference number for the unit.
<b>QCF level:</b>					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
<b>Credit value:</b>					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
<b>Guided learning hours:</b>					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

# Units





## **Unit 1: Preparing Resources for Mastic Asphalt in the Workplace**

**Unit reference number:** J/600/6573

**QCF level:** 1

**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 resources for mastic asphalt 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 resources for mastic asphalt to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for assessment criterion 2.4.

## **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to comply with relevant legislation and official guidance when preparing resources for mastic asphalt</p>	<p>1.1 describe the different types of instruction used with the method/procedure to prepare resources for mastic asphalt</p> <p>1.2 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, at height, with tools and equipment, including asphalt plant and equipment, with gas, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>1.3 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>1.4 state what the accident reporting procedures are and who is responsible for making reports</p> <p>1.5 state the types of fire extinguishers available when preparing resources for mastic asphalt and describe how and when they are used</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Maintain safe working practices when preparing resources for mastic asphalt	<p>2.1 use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when preparing resources for mastic asphalt</p> <p>2.2 explain why and when personal protective equipment (PPE) should be used, relating to preparing resources for mastic asphalt, and the types, purpose and limitations of each type</p> <p>2.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p> <p>2.4 demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with preparing resources for mastic asphalt as relevant to the operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Select the required quantity and quality of resources for the methods of work to prepare resources for mastic asphalt</p>	<p>3.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– mastic asphalt plant and equipment, asphalt, separating layers, flashings, fittings, fixings and related materials and components</li> <li>– hand tools and equipment</li> </ul> <p>3.2 select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>3.3 state how the resources should be used correctly</p> <p>3.4 outline potential hazards associated with the resources and method of work</p>			
<p>4 Minimise the risk of damage to the work and surrounding area when preparing resources for mastic asphalt</p>	<p>4.1 protect the work and its surrounding area from damage</p> <p>4.2 minimise damage and maintain a clean work space.</p> <p>4.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>4.4 dispose of waste in accordance with legislation</p> <p>4.5 state why the disposal of waste should be carried out in relation to the work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Complete the work within the allocated time when preparing resources for mastic asphalt	5.1 demonstrate completion of the work within the allocated time 5.2 state the purpose of the work programme and explain why deadlines should be kept in relation to agreed starting and finishing times			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Comply with the given contract information to prepare resources for mastic asphalt to the required specification</p>	<p>6.1 demonstrate the following work skills when preparing resources for mastic asphalt:</p> <ul style="list-style-type: none"> <li>– measuring, cutting, preparing, checking and monitoring</li> </ul> <p>6.2 prepare resources and materials to contractor's working instructions for:</p> <ul style="list-style-type: none"> <li>– mastic asphalt</li> <li>– fittings and fixings</li> <li>– mastic asphalt plant and equipment</li> </ul> <p>6.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– set up and check gas supply and related equipment</li> <li>– position mastic asphalt plant and equipment</li> <li>– prepare and position resources and materials for mastic asphalt</li> <li>– prepare and position flashings, fittings, fixings and related materials</li> <li>– use hand tools and equipment</li> </ul> <p>6.4 safely use and store hand tools and ancillary equipment</p> <p>6.5 state the needs of other occupations and how to communicate within a team when preparing resources for mastic asphalt</p> <p>6.6 describe how to maintain the tools and equipment used when preparing resources for mastic asphalt</p>			

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

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

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

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

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

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

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

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

*(if sampled)*



## **Unit 2: Preparing Backgrounds for Mastic Asphalt in the Workplace**

**Unit reference number:** A/600/6604

**QCF level:** 2

**Credit value:** 13

**Guided learning hours:** 43

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing backgrounds for mastic asphalt in the workplace within the relevant sector of industry.

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

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

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

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

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

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

Workplace evidence of skills cannot be simulated except for assessment criterion 3.4.

## **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when preparing backgrounds for mastic asphalt</p>	<p>1.1 interpret and extract information from drawings, specifications, schedules, manufacturers' information and oral/written instructions</p> <p>1.2 comply with information and/or instructions derived from risk assessments and/or method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, regulations governing buildings and oral/written procedures for dealing with damaged and incorrect materials and/or resources</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when preparing backgrounds for mastic asphalt	2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative           2.3 state what the accident reporting procedures are and who is responsible for making reports           2.4 state the types of fire extinguishers available when preparing backgrounds for mastic asphalt and describe how and when they are used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when preparing backgrounds for mastic asphalt	3.1 use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when preparing backgrounds for mastic asphalt  3.2 explain why and when personal protective equipment (PPE) should be used, relating to preparing backgrounds for mastic asphalt, 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  3.4 demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with preparing backgrounds for mastic asphalt as relevant to the operations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to prepare backgrounds for mastic asphalt</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– insulation, primers, joint tapes, timber, metal and cementitious substrates</li> <li>– hand tools and equipment</li> </ul> <p>4.2 select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 outline potential hazards associated with the resources and method of work</p> <p>4.5 explain how to calculate quantity, length, area and wastage associated with the method/procedure to prepare backgrounds for mastic asphalt</p>			
<p>5 Minimise the risk of damage to the work and surrounding area when preparing backgrounds for mastic asphalt</p>	<p>5.1 protect the work and its surrounding area from damage</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>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</p> <p>5.4 dispose of waste in accordance with legislation</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Complete the work within the allocated time when preparing backgrounds for mastic asphalt	6.1 demonstrate completion of the work within the allocated time 6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of work schedules/diaries, progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information and the required specification to prepare backgrounds for mastic asphalt</p>	<p>7.1 demonstrate the following work skills when preparing backgrounds for mastic asphalt:</p> <ul style="list-style-type: none"> <li>– measuring, cutting, marking out, fitting, finishing, positioning, securing, cleaning and drying</li> </ul> <p>7.2 prepare backgrounds for mastic asphalt to contractor's working instructions for:</p> <ul style="list-style-type: none"> <li>– substrates</li> <li>– primers</li> <li>– remedial work to backgrounds</li> </ul> <p>7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– clean and dry backgrounds</li> <li>– carry out remedial work to existing backgrounds</li> <li>– install insulation materials</li> <li>– install vents</li> <li>– apply primers</li> <li>– use hand tools and equipment</li> <li>– use access equipment</li> </ul> <p>7.4 safely use and store hand tools and ancillary equipment</p> <p>7.5 state the needs of other occupations and how to communicate within a team when preparing backgrounds for mastic asphalt</p> <p>7.6 describe how to maintain the tools and equipment used when preparing backgrounds for mastic asphalt</p>			



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

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

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

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

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

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## **Unit 3: Applying Mastic Asphalt in the Workplace**

**Unit reference number:** D/600/6580

**QCF level:** 2

**Credit value:** 15

**Guided learning hours:** 50

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### **Unit summary**

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

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

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

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

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

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

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

Workplace evidence of skills cannot be simulated except for assessment criterion 3.4.

## **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when applying mastic asphalt</p>	<p>1.1 interpret and extract information from drawings, specifications, schedules, manufacturers' information and oral/written instructions</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, regulations governing buildings and oral/written procedures for dealing with damaged and incorrect materials and/or resources</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when applying mastic asphalt	2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative           2.3 state what the accident reporting procedures are and who is responsible for making reports           2.4 state the types of fire extinguishers available when applying mastic asphalt and describe how and when they are used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when applying mastic asphalt	<p>3.1 use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when applying mastic asphalt</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to applying mastic asphalt, and the types, purpose and limitations of each type</p> <p>3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p> <p>3.4 demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with applying mastic asphalt as relevant to the operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to apply mastic asphalt</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– mastic asphalt, bitumen, felts, pedestrian surfacing, solar protection, vapour control layers, expanded metal lath, flashings, edge trims, associated fixings and fittings</li> <li>– hand tools and equipment</li> </ul> <p>4.2 select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 outline potential hazards associated with the resources and method of work</p> <p>4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to apply mastic asphalt</p>			



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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to apply mastic asphalt to the required specification</p>	<p>7.1 demonstrate the following work skills when applying mastic asphalt:</p> <ul style="list-style-type: none"> <li>– measuring, cutting, marking out, fitting, positioning, securing, applying, laying and preparing</li> </ul> <p>7.2 apply mastic asphalt to contractor's working instructions for:</p> <ul style="list-style-type: none"> <li>– flat and inclined surfaces</li> <li>– perimeter details</li> <li>– outlets and intrusions</li> <li>– surface applications</li> </ul> <p>7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– apply mastic asphalt</li> <li>– apply related materials</li> <li>– utilise mastic asphalt plant and equipment, torches</li> <li>– form kerbs, edges, outlets, upstands, pipes, trims, openings, gutters and flashing details</li> <li>– use hand tools and equipment</li> <li>– use access equipment</li> </ul> <p>7.4 safely use and store hand tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 state the needs of other occupations and how to communicate within a team when applying mastic asphalt  7.6 describe how to maintain the tools and equipment used when applying mastic asphalt			

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*(if sampled)*



## **Unit 4:                                   Repairing and Maintaining Mastic Asphalt Coverings in the Workplace**

**Unit reference number:**   H/600/6581

**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 repairing and maintaining mastic asphalt coverings 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 repairing and maintaining mastic asphalt coverings to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for assessment criterion 3.4.

## **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when repairing and maintaining mastic asphalt coverings</p>	<p>1.1 interpret and extract information from drawings, specifications, schedules, manufacturers' information and oral/written instructions</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, regulations governing buildings and oral/written procedures for dealing with damaged and incorrect materials and/or resources</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when repairing and maintaining mastic asphalt coverings	2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative           2.3 state what the accident reporting procedures are and who is responsible for making reports           2.4 state the types of fire extinguishers available when repairing and maintaining mastic asphalt coverings and describe how and when they are used			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when repairing and maintaining mastic asphalt coverings</p>	<p>3.1 use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when repairing and maintaining mastic asphalt coverings</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to repairing and maintaining mastic asphalt coverings, and the types, purpose and limitations of each type</p> <p>3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p> <p>3.4 demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with repairing and maintaining mastic asphalt coverings as relevant to the operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to repair and maintain mastic asphalt coverings</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– mastic asphalt, bitumen, felts, pedestrian surfacing, solar protection, vapour control layers, expanded metal lath, flashings, edge trims, associated fixings and fittings</li> <li>– hand tools and equipment</li> </ul> <p>4.2 select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 outline potential hazards associated with the resources and method of work</p> <p>4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to repair and maintain mastic asphalt coverings</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when repairing and maintaining mastic asphalt coverings	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 repairing and maintaining mastic asphalt coverings	6.1 demonstrate completion of the work within the allocated time 6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of work schedules/diaries, progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to repair and maintain mastic asphalt coverings to the required specification</p>	<p>7.1 demonstrate the following work skills when repairing and maintaining mastic asphalt coverings:</p> <ul style="list-style-type: none"> <li>– identifying, evaluating, removing, measuring, marking out, cutting, fitting, laying, positioning, securing and preparing</li> </ul> <p>7.2 evaluate surface condition and repair and maintain mastic asphalt to contractor’s working instructions with:</p> <ul style="list-style-type: none"> <li>– cracks, splits and blisters</li> <li>– removal of debris and freeing blockages</li> </ul> <p>7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– identify and evaluate defects in mastic asphalt</li> <li>– carry out appropriate repairs and maintenance to mastic asphalt with cracks, splits and blisters</li> <li>– utilise mastic asphalt plant and equipment and torches</li> <li>– use hand tools and equipment</li> <li>– use access equipment</li> </ul> <p>7.4 safely use and store hand tools and ancillary equipment</p> <p>7.5 state the needs of other occupations and how to communicate within a team when repairing and maintaining mastic asphalt coverings</p> <p>7.6 describe how to maintain the tools and equipment used when repairing and maintaining mastic asphalt coverings</p>			

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## **Unit 5: Conforming to General Health, Safety and Welfare in the Workplace**

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

**QCF level:** 1

**Credit value:** 2

**Guided learning hours:** 7

### **Unit summary**

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

### **Assessment methodology**

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Comply with all workplace health, safety and welfare legislation requirements</p>	<p>1.1 comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area</p> <p>1.2 use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements</p> <p>1.3 comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment</p> <p>1.4 state why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> <p>1.5 state how the health and safety control equipment relevant to the work should be used in accordance with the given instructions</p> <p>1.6 state which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.7 state why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area 1.8 state how to comply with control measures that have been identified by risk assessments and safe systems of work			
2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures	2.1 report any hazards created by changing circumstances within the workplace in accordance with organisational procedures 2.2 list typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities 2.3 list the current Health and Safety Executive top ten safety risks 2.4 list the current Health and Safety Executive top five health risks 2.5 state how changing circumstances within the workplace could cause hazards 2.6 state the methods used for reporting changed circumstances, hazards and incidents in the workplace			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Comply with organisational policies and procedures to contribute to health, safety and welfare	3.1 interpret and comply with given instructions to maintain safe systems of work and quality working practices 3.2 contribute to discussions by offering/providing feedback relating to health, safety and welfare 3.3 contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures 3.4 safely store health and safety control equipment in accordance with given instructions 3.5 dispose of waste and/or consumable items in accordance with legislation 3.6 state the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> <li>– dealing with accidents and emergencies associated with the work and environment</li> <li>– methods of receiving or sourcing information</li> <li>– reporting</li> <li>– stopping work</li> <li>– evacuation</li> <li>– fire risks and safe exit procedures</li> <li>– consultation and feedback</li> </ul> 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
<p>4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area</p>	<p>4.1 demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare</p> <p>4.2 state how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to:</p> <ul style="list-style-type: none"> <li>– recognising when to stop work in the face of serious and imminent danger to self and/or others</li> <li>– contributing to discussions and providing feedback</li> <li>– reporting changed circumstances and incidents in the workplace</li> <li>– complying with the environmental requirements of the workplace</li> </ul> <p>4.3 give examples of how the behaviour and actions of individuals could affect others within the workplace</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Comply with and support all organisational security arrangements and approved procedures	5.1 provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> <li>– during the working day</li> <li>– on completion of the day's work</li> <li>– for unauthorised personnel (other operatives and the general public)</li> <li>– for theft</li> </ul> 5.2 state how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources			

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*(if sampled)*

## **Unit 6: Conforming to Productive Working Practices in the Workplace**

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

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 10

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### **Unit summary**

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

### **Assessment methodology**

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain relevant records in accordance with the organisational procedures	3.1 complete relevant documentation according to the occupation as required by the organisation 3.2 describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> <li>- job cards</li> <li>- worksheets</li> <li>- material/resource lists</li> <li>- time sheets</li> </ul> 3.3 explain the reasons for ensuring documentation is completed clearly and within given timescales			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Maintain good working relationships when conforming to productive working practices</p>	<p>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</p> <p>4.2 apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others</p> <p>4.3 describe how to maintain good working relationships, in relation to:</p> <ul style="list-style-type: none"> <li>- individuals</li> <li>- customer and operative</li> <li>- operative and line management</li> <li>- own and other occupations</li> </ul> <p>4.4 describe why it is important to work effectively with line management, colleagues and customers</p> <p>4.5 describe how working relationships could have an effect on productive working</p> <p>4.6 describe how to apply principles of equality and diversity when communicating and working with others</p>			



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## **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

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### **Unit summary**

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

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

This unit must be assessed in a work environment, 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
<p>1 Comply with given information when moving, handling and/or storing resources</p>	<p>1.1 interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation</p> <p>1.2 interpret the given information relating to the use and storage of lifting aids and equipment</p> <p>1.3 describe the different types of technical, product and regulatory information, their source and how they are interpreted</p> <p>1.4 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.5 describe how to obtain information relating to using and storing lifting aids and equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources</p>	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 explain what the accident reporting procedures are and who is responsible for making the reports</p> <p>2.4 state the appropriate types of fire extinguishers relevant to the work</p> <p>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</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when moving, handling and/or storing resources</p>	<p>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</p> <p>3.2 use lifting aids safely as appropriate to the work</p> <p>3.3 protect the environment in accordance with safe working practices as appropriate to the work</p> <p>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:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> <p>3.5 describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions</p> <p>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</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources</p>	<p>4.1 select the relevant resources to be moved, handled and/or stored, associated with own work</p> <p>4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to:</p> <ul style="list-style-type: none"> <li>- lifting and handling aids</li> <li>- container(s)</li> <li>- fixing, holding and securing systems</li> </ul> <p>4.3 describe how the resources should be handled and how any problems associated with the resources are reported</p> <p>4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 describe any potential hazards associated with the resources and methods of work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources</p>	<p>5.1 protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 dispose of waste and packaging in accordance with legislation</p> <p>5.3 maintain a clean work space when moving, handling or storing resources</p> <p>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</p> <p>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</p>			
<p>6 Complete the work within the allocated time when moving, handling and/or storing resources</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– progress charts, timetable and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given occupational resource information to move, handle and/or store resources to the required guidance	<p>7.1 demonstrate the following work skills when moving, handling and/or storing occupational resources:</p> <ul style="list-style-type: none"> <li>- moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques</li> </ul> <p>7.2 move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following:</p> <ul style="list-style-type: none"> <li>- sheet material</li> <li>- loose material</li> <li>- bagged or wrapped material</li> <li>- fragile material</li> <li>- tools and equipment</li> <li>- components</li> <li>- liquids</li> </ul> <p>7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources</p> <p>7.4 describe the needs of other occupations when moving, handling and/or storing resources</p>			

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

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

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

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*(if sampled)*



## **Unit 8: Installing Decking for Flat Roof Coverings in the Workplace**

**Unit reference number:** Y/600/6593

**QCF level:** 2

**Credit value:** 13

**Guided learning hours:** 43

### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing decking for flat roof coverings 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 installing decking for flat roof coverings 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:

- boarded decks
- single skin decks.

## **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
<p>1 Interpret the given information relating to the work and resources when installing decking for flat roof coverings</p>	<p>1.1 interpret and extract information from drawings, specifications, schedules, manufacturers' information and oral/written instructions</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules, manufacturers' information, regulations governing buildings and oral/written procedures for dealing with damaged and incorrect materials and/or resources</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when installing decking for flat roof coverings</p>	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 state what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when installing decking for flat roof coverings</p>	<p>3.1 use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing decking for flat roof coverings</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to installing decking for flat roof coverings, and the types, purpose and limitations of each type</p> <p>3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to install decking for flat roof coverings</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– particle boards, plywood, timber, single-skin metal sheeting, fixings and associated components</li> <li>– hand and/or powered tools and equipment</li> </ul> <p>4.2 select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 outline potential hazards associated with the resources and method of work</p> <p>4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to install decking for flat roof coverings</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing decking for flat roof coverings	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 installing decking for flat roof coverings	6.1 demonstrate completion of the work within the allocated time 6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of work schedules/diaries, progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to install decking for flat roof coverings to the required specification</p>	<p>7.1 demonstrate the following work skills when installing decking for flat roof coverings:</p> <ul style="list-style-type: none"> <li>- measuring, cutting, marking out, fitting, positioning and securing</li> </ul> <p>7.2 install boarded and/or single-skin metal roofing decks to contractor's working instructions and form:</p> <ul style="list-style-type: none"> <li>- perimeters</li> <li>- openings</li> <li>- falls</li> <li>- outlets</li> <li>- penetrations</li> </ul> <p>7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- install decking material</li> <li>- create falls</li> <li>- form outlets</li> <li>- form perimeter details</li> <li>- negotiate penetrations</li> <li>- form openings</li> <li>- ensure deck is secure and fit for purpose</li> <li>- use hand tools, power tools and equipment</li> <li>- work at height</li> <li>- use access equipment</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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 installing decking for flat roof coverings 7.6 describe how to maintain the tools and equipment used when installing decking for flat roof coverings			

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

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*(if sampled)*

## **Unit 9: Carrying Out Site Measurements and Evaluations in the Workplace**

**Unit reference number:** L/503/9919

**QCF level:** 3

**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 carrying out site measurements and evaluations 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
<p>1 Interpret the given information relating to the work and resources when carrying out site measurements and evaluations</p>	<p>1.1 interpret and extract information from drawings, specifications, method statements, schedules, manufacturers' information and oral/written instructions</p> <p>1.2 comply with information and/or instructions derived from risk assessments and/or method statements</p> <p>1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, manufacturers' information and regulations governing buildings</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when carrying out site measurements and evaluations</p>	<p>2.1 describe their responsibilities regarding potential accidents and health hazards, whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 explain what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe and healthy working practices when carrying out site measurements and evaluations</p>	<p>3.1 use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when carrying out site measurements and evaluations</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to carrying out site measurements and evaluations, and the types, purpose and limitations of each type</p> <p>3.3 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to carry out site measurements and evaluations</p>	<p>4.1 select resources associated with own work in relation to measuring and recording tools and equipment</p> <p>4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– measuring tapes, levels, documentation, materials and components</li> <li>– measuring and recording tools and equipment</li> </ul> <p>4.3 describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 describe any potential hazards associated with the resources and methods of work</p> <p>4.6 describe how to calculate quantity, length, area and wastage associated with the method/procedure to carry out site measurements and evaluations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when carrying out site measurements and evaluations	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 carrying out site measurements and evaluations	6.1 demonstrate completion of the work within the allocated time 6.2 describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of work schedules/diaries, progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to carry out site measurements and evaluations to the required specification</p>	<p>7.1 demonstrate the following work skills when carrying out site measurements and evaluations:</p> <ul style="list-style-type: none"> <li>– measuring, marking out, evaluating, reporting and communicating</li> </ul> <p>7.2 demonstrate completion of the work within the allocated time carry out site measurements and evaluations relating to construction and allied activities, for own work area, to given working instructions:</p> <ul style="list-style-type: none"> <li>– measure and check dimensions</li> <li>– confirm structural backgrounds as complete and acceptable for work requirements</li> <li>– report results of findings to manager, as appropriate</li> </ul> <p>7.3 safely use materials, measuring tools and/or equipment</p> <p>7.4 safely store the materials, tools and equipment used when carrying out site measurements and evaluations</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– measure and check dimensions</li> <li>– confirm structural backgrounds as complete and acceptable to work requirements</li> <li>– evaluate work requirements</li> <li>– report to manager, as appropriate</li> <li>– use access equipment</li> <li>– work at height</li> <li>– use measuring and recording tools and equipment</li> </ul> <p>7.6 describe the needs of other occupations and how to effectively communicate within a team when carrying out site measurements and evaluations</p> <p>7.7 describe how to maintain the measuring and recording tools and/or equipment used when carrying out site measurements and evaluations</p>			

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## **Unit 10: 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.

This unit is designed for those undertaking slinger/signaller duties in a secondary or part-time role in support of a learner's main occupation. Other units of competence exist for those undertaking slinging and signalling as a main occupation.

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance to carry out slinging and signalling of loads</p>	<p>3.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>3.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 state what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and slinging and signalling loads</p>	<p>4.1 use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements when slinging and signalling loads</p> <p>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</p> <p>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</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Select the required quantity and quality of resources to prepare for and when slinging and signalling loads	5.1 describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– lifting accessories</li> <li>– signalling and communication equipment</li> <li>– hand tools and ancillary equipment</li> </ul> 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: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the lifting operation</li> </ul>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Comply with the given contract information to prepare to and sling and signal loads for movement to the required specification</p>	<p>8.1 demonstrate the following work skills when preparing to and slinging and signalling loads:</p> <ul style="list-style-type: none"> <li>– measuring, gauging, estimating, fitting, fixing, testing, balancing, interpreting, judging, explaining, preparing, indicating, informing, instructing, signing, positioning, adjusting, configuring, moving, securing, signalling, relaying and removing</li> </ul> <p>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</p> <p>8.3 describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>– confirm method of communication</li> <li>– determine the method of slinging</li> <li>– select and use suitable slinging equipment/lifting accessories</li> <li>– sling loads securely and balance within correct weight distribution following agreed/recognised operational procedures</li> <li>– position loads safely and securely</li> <li>– remove and store lifting accessories</li> <li>– use hand tools, ancillary equipment and accessories</li> </ul>			

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			

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## Further information

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

Customer Services: 0844 463 2535

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

## Useful publications

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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](http://www.edexcel.com).

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

## How to obtain National Occupational Standards

To obtain the National Occupational Standards for the qualifications in this specification please visit [www.ukstandards.co.uk](http://www.ukstandards.co.uk)

## Professional development and training

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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](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via our Customer Services team to discuss your training needs.

The training we provide:

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

## Annexe A: Progression pathways

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

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
8				
7				
6				There are too many qualifications to fit in this space. Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a>
5		Pearson BTEC Level 5 HND Diploma in Construction and the Built Environment (QCF)		There are too many qualifications to fit in this space. Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a>
4		Pearson BTEC Level 4 HNC Diploma in Construction and the Built Environment (QCF)		There are too many qualifications to fit in this space. Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a>
3		Pearson BTEC Level 3 Certificate , Subsidiary Diploma, Extended Diploma in Construction and the Built Environment (QCF)	Pearson BTEC Level 3 Award in Construction and the Built Environment (Specialist: Construction) (QCF)	There are too many qualifications to fit in this space. Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a>

<b>Level</b>	<b>General qualifications</b>	<b>BTEC vocationally-related qualifications</b>	<b>BTEC specialist qualification/ professional</b>	<b>NVQ/competence</b>
<b>2</b>		Pearson BTEC Level 2 Certificate, Extended Certificate in Construction (QCF)	Edexcel BTEC Level 2 Award, Certificate and Extended Certificate in Construction and the Built Environment (Specialist: Construction) (QCF)	Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a>
<b>1</b>				
<b>Entry</b>				

# Annexe B: Quality assurance

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## 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

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### 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 qualification 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](http://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

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

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For more information on Edexcel and BTEC qualifications please  
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