

Specification

Edexcel NVQ/competence-
based qualifications

**Edexcel Level 2 NVQ Certificate in Construction
Operations (Construction) (QCF)**

**Edexcel Level 2 NVQ Diploma in Construction
Operations (Construction) (QCF)**

For first registration August 2010

Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

References to third party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Authorised by Roger Beard
Prepared by Natalie Muller

Publications Code N025006

All the material in this publication is copyright
© Edexcel Limited 2010

Contents

| | |
|--|-----------|
| Qualification titles covered by this specification | 1 |
| Key features of the Edexcel qualifications in Construction Operations (Construction) (QCF) | 3 |
| What is the purpose of these qualifications? | 3 |
| Who are these qualifications for? | 3 |
| What are the benefits of these qualifications to the learner and employer? | 3 |
| What are the potential job roles for those working towards these qualifications? | 4 |
| What progression opportunities are available to learners who achieve these qualifications? | 4 |
| What is the qualification structure for the Edexcel Level 2 NVQ Certificate in Construction Operations (Construction) (QCF) | 5 |
| What is the qualification structure for the Edexcel Level 2 NVQ Diploma in Construction Operations (Construction) (QCF) | 7 |
| How are the qualifications graded and assessed? | 10 |
| Assessment requirements/strategy | 10 |
| Types of evidence | 11 |
| Additional requirements | 11 |
| What do you need to offer these qualifications? | 12 |
| Centre recognition | 12 |
| Approvals agreement | 12 |
| Quality assurance | 12 |
| What resources are required to deliver these qualifications? | 12 |
| Unit format | 13 |
| Units | 15 |
| Unit 1: Conforming to general safety in the workplace | 17 |
| Unit 2: Conforming to efficient working practices in the workplace | 21 |
| Unit 3: Establishing work area protection and safety in the workplace | 25 |
| Unit 4: Segregating the area for highways works in the workplace | 33 |
| Unit 5: Laying kerbs and channels in the workplace | 43 |

| | | |
|--|--|------------|
| Unit 6: | Setting out secondary dimensional work control in the workplace | 51 |
| Unit 7: | Forming concrete structures in the workplace | 61 |
| Unit 8: | Laying domestic drainage in the workplace | 71 |
| Unit 9: | Placing and finishing non-specialist concrete in the workplace | 79 |
| Unit 10: | Erecting and dismantling access/working platforms in the workplace | 87 |
| Unit 11: | Preparing and operating forward tipping dumpers to receive, transport and discharge materials in the workplace | 97 |
| Unit 12: | Preparing and operating ride-on rollers to compact materials in the workplace | 107 |
| Unit 13: | Preparing to and directing and guiding plant and plant operations in the workplace | 117 |
| Unit 14: | Preparing for, and arranging and securing plant for haulage in the workplace | 125 |
| Unit 15: | Preparing and operating specialised powered tools and equipment in the workplace | 135 |
| Unit 16: | Slinging and signalling the movement of loads (secondary role) in the workplace | 143 |
| Unit 17: | Installing street ironwork in the workplace | 153 |
| Unit 18: | Laying modular pavement in the workplace | 161 |
| Unit 19: | Installing mains drainage systems in the workplace | 169 |
| Unit 20: | Providing temporary excavation support in the workplace | 177 |
| Unit 21: | Reinstating ground condition in the workplace | 187 |
| Unit 22: | Locating and protecting utilities apparatus and sub-structures in the workplace | 195 |
| Unit 23: | Excavating holes and trenches (manual digging) in the workplace | 205 |
| Further information | | 215 |
| Useful publications | | 215 |
| | How to obtain National Occupational Standards | 215 |
| Professional development and training | | 216 |
| Annexe A: Progression pathways | | 217 |
| | The Edexcel qualification framework for the construction and the built environment sector | 217 |
| Annexe B: Quality assurance | | 219 |
| | Key principles of quality assurance | 219 |
| | Quality assurance processes | 219 |

| | |
|---|------------|
| Annexe C: Centre certification and registration | 221 |
| What are the access arrangements and special considerations for the qualifications in this specification? | 221 |
| Annexe D: Additional requirements for qualifications that use the title NVQ within the QCF | 223 |
| Annexe E: Assessment Requirements/Strategy | 231 |

Qualification titles covered by this specification

This specification gives you the information you need to offer the Edexcel Level 2 NVQs in Construction Operations (Construction) (QCF):

| Qualification title | Qualification Accreditation Number (QAN) | Accreditation start date |
|---|---|---------------------------------|
| Edexcel Level 2 NVQ Certificate in Construction Operations (Construction) (QCF) | 500/9129/3 | 01/08/2010 |
| Edexcel Level 2 NVQ Diploma in Construction Operations (Construction) (QCF) | 500/9336/8 | 01/08/2010 |

These qualifications have been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualification Accreditation Number (QAN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

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

These titles replace the following qualifications from August 2010:

Qualification title

Edexcel Level 2 NVQ in Construction Operations

Qualification Accreditation Number (QAN)

100/5584/8

Accreditation start date

01/09/2005

Accreditation end date

31/12/2010

Key features of the Edexcel qualifications in Construction Operations (Construction) (QCF)

These qualifications:

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

The Edexcel Level 2 NVQ Certificate in Construction Operations (Construction) (QCF) and the Edexcel Level 2 NVQ Diploma in Construction Operations (Construction) (QCF) have been approved as components for the ConstructionSkills Apprenticeship framework.

What is the purpose of these qualifications?

These qualifications are appropriate for employees in the construction and the built environment sector working across a broad range of areas. They are 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 are these qualifications for?

These qualifications are for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

What are the benefits of these qualifications to the learner and employer?

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

What are the potential job roles for those working towards these qualifications?

- Construction operative.

What progression opportunities are available to learners who achieve these qualifications?

These qualifications allow learners to demonstrate competence in construction operations 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 Edexcel Level 2 NVQ Certificate in Construction Operations (Construction) (QCF)

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

This qualification accreditation number provides pathways to the following qualifications:

Edexcel Level 2 NVQ Certificate in Construction Operations – Laying Kerbs and Channels (Construction) – Learners must complete all units in group A and all units in group D to obtain 27 credits and then select additional units from group B to achieve a minimum of 35 credits in total.

Edexcel Level 2 NVQ Certificate in Construction Operations – Structural Concreting (Construction) – Learners must complete all units in group A and the unit in group E to obtain 23 credits and then select additional units from group B to achieve a minimum of 31 credits in total.

Edexcel Level 2 NVQ Certificate in Construction Operations – General Construction (Construction) – Learners must complete all units in group A, 1 unit from group F and 1 unit from group B to achieve a minimum of 33 credits in total.

Learners need not complete any units in group G to achieve this qualification.

Group A – Mandatory units

Learners must complete all units in this group.

Credit value required: minimum 5, maximum 5.

F/600/7138 – Conforming to general safety in the workplace

J/600/7139 – Conforming to efficient working practices in the workplace

Group B – Optional units

Learners must select a unit from this group to obtain a minimum of 8 credits.

Credit value required: minimum 8.

R/600/7127 – Establishing work area protection and safety in the workplace

D/600/7101 – Segregating the area for highways works in the workplace

Pathways

Learners must select one pathway.

Credit value required: minimum 18.

D – Pathway: Laying Kerbs and Channels

Learners must complete all units in this group to achieve a minimum of 35 credits in total.

Credit value required: minimum 22, maximum 22.

A/600/7106 – Laying kerbs and channels in the workplace

L/600/8101 – Setting out secondary dimensional work control in the workplace

E – Pathway: Structural Concreting

Learners must complete all units in this group to achieve a minimum of 31 credits in total.

Credit value required: minimum 18, maximum 18.

K/600/7120 – Forming concrete structures in the workplace

F – Pathway: General Construction

Learners must select units from this group to achieve a minimum of 33 credits in total.

Credit value required: minimum 20.

T/600/6729 – Laying domestic drainage in the workplace

M/600/6731 – Placing and finishing non-specialist concrete in the workplace

G – Additional units

Learners need not complete any of the units in this group to achieve the qualification.

D/600/8281 – Erecting and dismantling access/working platforms in the Workplace

A/600/7977 – Preparing and operating forward tipping dumpers to receive, transport and discharge materials in the workplace

K/600/8073 – Preparing and operating ride-on rollers to compact materials in the workplace

K/600/8087 – Preparing to and directing and guiding plant and plant operations in the workplace

M/600/8091 – Preparing for, and arranging and securing plant for haulage in the workplace

D/600/8099 – Preparing and operating specialised powered tools and equipment in the workplace

R/600/8102 – Slinging and signalling the movement of loads (secondary role) in the workplace

What is the qualification structure for the Edexcel Level 2 NVQ Diploma in Construction Operations (Construction) (QCF)

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

This qualification accreditation number provides pathways to the following qualifications:

Edexcel Level 2 NVQ Diploma in Construction Operations – Modular Paving Construction (Construction) – Learners must complete all units in group A and all units in group D to obtain 40 credits and then select a minimum of 8 credits from group B to achieve a minimum of 48 credits in total.

Edexcel Level 2 NVQ Diploma in Construction Operations – Draining Construction (Construction) – Learners must complete all units in group A and all units in group E to obtain 48 credits and then select a minimum of 8 credits from group B to achieve a minimum of 56 credits in total.

Edexcel Level 2 NVQ Diploma in Construction Operations – Excavation and Reinstatement (Construction) – Learners must complete all units in group A and all units in group F to obtain 39 credits and then select a minimum of 8 credits from group B to achieve a minimum of 47 credits in total.

Edexcel Level 2 NVQ Diploma in Construction Operations – General Building Operations(Construction) - Learners must complete all units in group A and all units in group H to obtain 46 credits and then select a minimum of 8 credits from group B to achieve a minimum of 54 credits in total.

Learners may take additional units from group G, however, this is not a requirement to achieve the qualification.

A – Mandatory units

Learners must complete all units in this group.

Credit value required: minimum 5, maximum 5.

F/600/7138 – Conforming to general safety in the workplace

J/600/7139 – Conforming to efficient working practices in the workplace

B – Optional units

Credit value required: minimum 8.

R/600/7127 – Establishing work area protection and safety in the workplace

D/600/7101 – Segregating the area for highways works in the workplace

Pathways

Learners must select one pathway.

D – Pathway: Modular Paving Construction

Learners must complete all units in this group to achieve a minimum of 48 credits in total.

Credit value required: minimum 35.

D/600/7129 – Installing street ironwork in the workplace

M/600/7104 – Laying modular pavement in the workplace

L/600/8101 – Setting out secondary dimensional work control in the workplace

E – Pathway: Drainage Construction

Learners must complete all units in this group to achieve a minimum of 56 credits in total.

Credit value required: minimum 43.

D/600/7129 – Installing street ironwork in the workplace

L/600/7109 – Installing mains drainage systems in the workplace

M/600/7118 – Providing temporary excavation support in the workplace

F – Pathway: Excavation and Reinstatement

Learners must complete all units in this group to achieve a minimum of 47 credits in total.

Credit value required: minimum 34.

A/600/8157 – Reinstating ground condition in the workplace

T/600/7122 – Locating and protecting utilities apparatus and sub-structures in the workplace

J/600/7125 – Excavating holes and trenches (manual digging) in the workplace

G – Additional units

Learners need not complete any of the units in this group to achieve the qualification.

D/600/8281 – Erecting and dismantling access/working platforms in the workplace

A/600/7977 – Preparing and operating forward tipping dumpers to receive, transport and discharge materials in the workplace

K/600/8073 – Preparing and operating ride-on rollers to compact materials in the workplace

K/600/8087 – Preparing to and directing and guiding plant and plant operations in the workplace

M/600/8091 – Preparing for, and arranging and securing plant for haulage in the workplace

D/600/8099 – Preparing and operating specialised powered tools and equipment in the workplace

R/600/8102 – Slinging and signalling the movement of loads (secondary role) in the workplace

H – Pathway: General Building Operations

Learners must complete all units in this group to achieve a minimum of 54 credits in total.

Credit value required: minimum 41.

M/600/7104 – Laying modular pavement in the workplace

A/600/7106 – Laying kerbs and channels in the workplace

L/600/8101 – Setting out secondary dimensional work control in the workplace

How are the qualifications graded and assessed?

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

To pass a unit the learner must:

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

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment requirements/strategy

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

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come 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 learning. They must submit sufficient, reliable and valid evidence for 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 is:

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

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the following examples:

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- reflective accounts
- evidence of Recognition of Prior Learning.

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 reference the assessment criteria to which the evidence relates.

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

Additional requirements

The Joint Awarding Body and the SSC Working Practices Group have identified additional requirements that are needed to assess and quality assure qualifications placed on the QCF that use NVQ within their title. These requirements are shown in *Annexe D: Additional requirements for qualifications that use the title NVQ within the QCF*.

What do you need to offer these qualifications?

Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition 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 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. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

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

What resources are required to deliver these qualifications?

Each qualification is designed to support learners working in the construction and the built environment sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe E: Assessment Requirements/Strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

| | | | | | |
|---|-----------------------------|--|--|--|--|
| Unit title: | | | | | The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP). |
| Unit reference number: | | | | | This code is a unique reference number for the unit. |
| QCF level: | | | | | 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. |
| Credit value: | | | | | 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. |
| Guided learning hours: | | | | | 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. |
| Unit summary: | | | | | This provides a summary of the purpose of the unit. |
| Assessment requirements/evidence requirements: | | | | | The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section. |
| Assessment methodology: | | | | | This provides a summary of the assessment methodology to be used for the unit. |
| Learning outcomes: | Assessment criteria: | Evidence type: | Portfolio reference: | Date: | |
| | | | The learner should use this box to indicate where the evidence can be obtained eg portfolio page number. | The learner should give the date when the evidence has been provided. | |
| Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit. | | The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved. | | Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system. | |

Units

Unit 1: Conforming to general safety in the workplace

Unit reference number: F/600/7138

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 safety in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

Workplace evidence of skills cannot be simulated except for assessment criterion 4.1.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 1 Identify hazards associated with the workplace and record and report in accordance with organisational procedures. | <p>1.1 Report and/or record hazards within the workplace and occupations at work.</p> <p>1.2 Describe typical hazards associated with the occupational area including noise, resources, environmental, substances and articles, obstructions, storage and work activities.</p> <p>1.3 State the methods used for reporting hazards in the workplace.</p> | | | |
| 2 Comply with all workplace safety legislation requirements. | <p>2.1 Select and wear general personal protective equipment (PPE) in the work environment in accordance with legislation and organisational requirements.</p> <p>2.2 State when and why PPE should be used including protective helmets, ear protection, overalls, safety boots and high-visibility clothing.</p> <p>2.3 Adhere to statutory requirements, safety notices and warning notices displayed within the workplace.</p> <p>2.4 Describe which types of safety notices are relevant to the occupational area.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Comply with and maintain all organisational security arrangements and approved procedures. | 3.1 Maintain security of the workplace by following organisational procedures relating to: <ul style="list-style-type: none"> - during the working day - on completion of the day's work - unauthorised personnel (other operatives and the general public) - theft. 3.2 Explain how security procedures are implemented within the workplace. | | | |
| 4 Comply with all emergency procedures in accordance with organisational policy. | 4.1 Follow organisational procedures for accidents and emergencies associated with the type of work being undertaken and the work environment. 4.2 State the types of fire extinguishers available and describe how and when they are used. | | | |

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

Unit 2: Conforming to efficient working practices in the workplace

Unit reference number: J/600/7139

QCF level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

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

Assessment requirements/evidence requirements

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 1 Communicate with others to establish productive working relationships. | <p>1.1 Communicate with colleagues and/or clients to ensure that the work is carried out efficiently.</p> <p>1.2 Explain different methods of communicating with line managers, co-workers and clients.</p> <p>1.3 Give reasons for using certain methods of communication for particular job activities.</p> <p>1.4 Describe the reasons for communicating efficiently and effectively, and the consequences of poor communication.</p> | | | |
| 2 Follow organisational procedures to maintain good work relationships. | <p>2.1 Carry out work in conjunction with other workers and maintain harmonised relationships.</p> <p>2.2 Explain how organisational work procedures are applied to maintain good working relationships with line managers, co-workers and clients.</p> <p>2.3 State the reasons for effective working relationships with line managers, co-workers and clients.</p> <p>2.4 Describe the consequences for efficient working if relationships with line managers, co-workers and clients are poor.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>3 Maintain appropriate records in accordance with the organisational procedures.</p> | <p>3.1 Complete relevant documentation according to the occupation in accordance with organisational procedures.</p> <p>3.2 Describe how to maintain documentation in accordance with organisational procedures relating to:</p> <ul style="list-style-type: none"> - job cards - worksheets - material/resource lists - time sheets. <p>3.3 Explain the reasons for ensuring documentation is completed clearly and within given timescales.</p> | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>1 Interpret the given information relating to the work and resources when establishing work area protection and safety.</p> | <p>1.1 Interpret and extract information from drawings, plans, method statements, specifications, schedules, site inspections and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements.</p> <p>1.3 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"> - drawings, plans, method statements, specifications, schedules, site inspection reports, manufacturers' information, regulations and official guidance associated with protecting work areas. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>2 Know how to comply with relevant legislation and official guidance when establishing work area protection and safety.</p> | <p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, unconfined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <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 establishing work area protection and safety.</p> | <p>3.1 Use personal protective equipment (PPE) and access equipment (if applicable) safely to carry out the activity in accordance with legislation and organisational requirements when establishing work area protection and safety.</p> <p>3.2 Explain why, when and how personal protective equipment (PPE) should be used, relating to establishing work area protection and safety, 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 establish work area protection and safety.</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"> - safety and security barriers - protection and safety notices - temporary structures - signs and lighting - hand and/or powered tools and equipment. <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 and area associated with the method/procedure to establish work area protection and safety.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>5 Minimise the risk of damage to the work and surrounding area when establishing work area protection and safety.</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 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 establishing work area protection and safety.</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"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>7 Comply with the given contract information to establish work area protection and safety to the required specification</p> | <p>7.1 Demonstrate the following work skills when establishing work area protection and safety:</p> <ul style="list-style-type: none"> - measuring, setting out, positioning, assembling, constructing, securing and dismantling. <p>7.2 Install, maintain and remove temporary protection and safety arrangements for the work area, to given working instruction, relating to barriers/temporary structures and one of the following:</p> <ul style="list-style-type: none"> - protection and safety notices - safety lighting. <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"> - plan for the protection and the safety of the work and surrounding environment - install and maintain the protection and safety equipment - dismantle and remove protection and safety equipment - install safety notices - install lighting systems - use hand tools, power tools and equipment - work at height - use access equipment. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
| | <p>7.4 Safely use and store materials, hand tools, portable power tools and ancillary equipment.</p> <p>7.5 State the needs of other occupations and how to communicate within a team when establishing work area protection and safety.</p> <p>7.6 Describe how to maintain the tools and equipment used when establishing work area protection and safety.</p> | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 4: Segregating the area for highways works in the workplace

Unit reference number: D/600/7101

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 segregating the area for highways works in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the additional requirements for qualifications using the title NVQ in 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 segregating the area for highways works to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>1 Interpret the given information relating to the work and resources when segregating the area for highways works.</p> | <p>1.1 Interpret and extract information from drawings, specifications, schedules, site inspections and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements.</p> <p>1.3 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"> - drawings, specifications, schedules, manufacturers' information, statutory regulations and current codes of practice governing traffic management (NRSWA). | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>2 Know how to comply with relevant legislation and official guidance when segregating the area for highways works.</p> | <p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting, in live traffic situations. <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>3 Maintain safe working practices when segregating the area for highways works.</p> | <p>3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when segregating the area for highways works.</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to segregating the area for highways works, 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 segregate the area for highways works.</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"> - signs, lights, guards and portable traffic lights - pedestrian and vehicular traffic control systems - give and take signs, notices and equipment for the traffic management control - hand and/or powered tools and equipment. <p>4.2 Select resources associated with own work in relation to materials, components, tools and equipment.</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.</p> <p>4.4 Outline potential hazards associated with the resources and method of work.</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to segregate the area for highways works.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>5 Minimise the risk of damage to the work and surrounding area when segregating the area for highways works.</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> | | | |
| <p>6 Complete the work within the allocated time when segregating the area for highways works.</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"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>7 Comply with the given contract information to segregating the area for highways works to the required specification.</p> | <p>7.1 Demonstrate the following work skills when segregating the area for highways works:</p> <ul style="list-style-type: none"> - measuring, locating, setting out, positioning, assembling and removing. <p>7.2 Segregate the area for live highways works in compliance with recognised current codes of practice and contractor's working instructions, relating to:</p> <ul style="list-style-type: none"> - access and egress to site - work activity and storage of resources - signs, lighting and guarding, portable traffic signals for traffic management control. <p>7.3 Remove signs, lighting and guarding, portable traffic signals in compliance with recognised current codes of practice.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| | <p>7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - plan for site safety, storage of materials and traffic management control around the highways works - set out signs, traffic lights, guarding for traffic management control - dismantle and remove signs, traffic lights, guarding - use hand tools, power tools and equipment. <p>7.5 Safely use and store hand tools, portable power tools and ancillary equipment.</p> <p>7.6 State the needs of other occupations and how to communicate within a team when segregating the area for highways works.</p> <p>7.7 Describe how to maintain the tools, equipment and traffic control equipment used when segregating the area for highways works.</p> | | | |

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

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

Unit 5: Laying kerbs and channels in the workplace

Unit reference number: A/600/7106

QCF level: 2

Credit value: 14

Guided learning hours: 47

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>2 Know how to comply with relevant legislation and official guidance when laying kerbs and channels.</p> | <p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting <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 laying kerbs and channels.</p> | <p>3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when laying kerbs and channels.</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to laying kerbs and channels, 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 lay kerbs and channels.</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"> - sand, cement, aggregates, additives - pre-cast kerbs and channels - stone kerbs and channels - hand and/or powered tools and ancillary equipment. <p>4.2 Select resources associated with own work in relation to materials, components, tools and equipment.</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.</p> <p>4.4 Outline potential hazards associated with the resources and method of work.</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to lay kerbs and channels.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>5 Minimise the risk of damage to the work and surrounding area when laying kerbs and channels.</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> | | | |
| <p>6 Complete the work within the allocated time when laying kerbs and channels.</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"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>7 Comply with the given contract information to lay kerbs and channels to the required specification.</p> | <p>7.1 Demonstrate the following work skills when laying kerbs and channels:</p> <ul style="list-style-type: none"> - measuring, marking out, positioning, levelling, aligning, compacting and finishing. <p>7.2 Lay kerbs and channels to contractor's working instructions, relating to one of the following:</p> <ul style="list-style-type: none"> - pre-cast kerbs and channels - natural stone kerbs and channels. <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"> - confirm the type of pre-cast or natural stone kerbs or channels - set out the area and prepare ground and foundation for laying kerbs or channels - lay and align pre-cast or natural stone kerbs or channels to the required specifications - use hand tools, power tools and equipment. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| | <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment.</p> <p>7.5 State the needs of other occupations and how to communicate within a team when laying kerbs and channels.</p> <p>7.6 Describe how to maintain the tools and equipment used when laying kerbs and channels.</p> | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>1 Interpret the given information relating to setting out dimensional control of the work.</p> | <p>1.1 Interpret and extract information from drawings, method statements, specifications, schedules manufacturers' information and reference point.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements.</p> <p>1.3 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"> - drawings, specifications, schedules, method statements, manufacturers' information, reference points and regulations governing buildings and construction work. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>2 Know how to comply with relevant legislation and official guidance to set out dimensional control of the work.</p> | <p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <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 setting out dimensional control of the work.</p> | <p>3.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during setting out dimensional control of the work.</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to setting out dimensional control of the work, and the types, purpose and limitations of each type.</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 to set out dimensional control of the work.</p> | <p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> - measuring tools and equipment - marking equipment - level and alignment tools. <p>4.2 Select resources associated with the work in relation to measuring tools and instruments, marking materials/components and tools and equipment.</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.</p> <p>4.4 Outline potential hazards associated with the resources and method of work.</p> <p>4.5 Describe how to calculate quantity of resources associated with the work methods.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>5 Minimise the risk of damage to the work and surrounding area when setting out dimensional control of the work.</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 safely in relation to the work.</p> | | | |
| <p>6 Complete the work within the allocated time when setting out dimensional control of the work.</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 describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>7 Comply with the given contract information to set out dimensional control of the work to the required specification.</p> | <p>7.1 Demonstrate the following work skills when setting out dimensional control of the work:</p> <ul style="list-style-type: none"> - transferring, transposing, levelling, measuring, marking, positioning, fixing and securing. <p>7.2 Setting out dimensional control for the work to contractor's working instructions for any three of the following:</p> <ul style="list-style-type: none"> - line - level - depth - area - height - angle. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
| | <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - measure and set out secondary dimensional control for the work - measure, align and level to dimensional control requirements - transfer and set out line, angles and levels to dimensional control requirements - use hand tools and measuring and marking equipment - work at height - use access equipment. <p>7.4 Describe how to calculate height, depth, angle, length and area associated with the method/procedures to set out dimensional control of the work.</p> <p>7.5 Safely use and store hand tools and ancillary equipment.</p> <p>7.6 State the needs of other occupations and how to communicate within a team when setting out dimensional control of the work.</p> <p>7.7 Describe how to maintain the tools and equipment used to set out dimensional control of the work.</p> | | | |

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>1 Interpret the given information relating to the work and resources when forming concrete structures.</p> | <p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method 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"> - drawings, specifications, schedules, manufacturers' information and regulations governing construction works. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>2 Know how to comply with relevant legislation and official guidance when forming concrete structures.</p> | <p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <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 forming concrete structures.</p> | <p>3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when forming concrete structures.</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to forming concrete structures, 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 form concrete structures.</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"> - ready-mix concrete materials - slump test equipment, skips, poker vibrator, tampers, floats and trowels - hand and/or powered tools and equipment. <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 form concrete structures.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>5 Minimise the risk of damage to the work and surrounding area when forming concrete structures.</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> | | | |
| <p>6 Complete the work within the allocated time when forming concrete structures.</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"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>7 Comply with the given contract information to form concrete structures to the required specification.</p> | <p>7.1 Demonstrate the following work skills when forming concrete structures:</p> <ul style="list-style-type: none"> - measuring, positioning, placing, spreading, vibrating, compacting and finishing. <p>7.2 Place, compact and finish structural concrete in horizontal and vertical formwork to contractor's working instructions using at least two of the following placements:</p> <ul style="list-style-type: none"> - chute - elephant's trunk - skip - pump - mono-rail. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
| | <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - assess and confirm suitability of concrete and area for placement - place concrete by chute, elephant's trunk, overhead skip, pumping - pour to correct levels and coverage of steel reinforcement - vibrate, compact, finish and cure the structural concrete - use hand tools, power tools and equipment - work at height - use access equipment. <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment.</p> <p>7.5 State the needs of other occupations and how to communicate within a team when forming concrete structures.</p> <p>7.6 Describe how to maintain the tools and equipment used when forming concrete structures.</p> | | | |

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

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

Unit 8: Laying domestic drainage in the workplace

Unit reference number: T/600/6729

QCF level: 2

Credit value: 20

Guided learning hours: 67

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>1 Interpret the given information relating to the work and resources when laying domestic drainage.</p> | <p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method 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"> - drawings, specifications, schedules, manufacturers' information, and regulations governing buildings. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>2 Know how to comply with relevant legislation and official guidance when laying domestic drainage.</p> | <p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <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 laying domestic drainage.</p> | <p>3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when laying domestic drainage.</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to laying domestic drainage, 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 lay domestic drainage.</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"> - bricks, blocks, pipes, inspection chambers, sand, cement, aggregate, adhesives and solvents - hand and/or powered tools and equipment. <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 carry out the work.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>5 Minimise the risk of damage to the work and surrounding area when laying domestic drainage.</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> | | | |
| <p>6 Complete the work within the allocated time when laying domestic drainage.</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"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>7 Comply with the given contract information to lay domestic drainage to the required specification.</p> | <p>7.1 Demonstrate the following work skills when laying domestic drainage:</p> <ul style="list-style-type: none"> - measuring, marking out, levelling, laying, positioning and securing. <p>7.2 Lay and test new and/or replacement domestic drainage to contractor's working instructions:</p> <ul style="list-style-type: none"> - foul drainage (clay and/or plastic pipes) - surface water drainage (clay and/or plastic pipes) - inspection chambers (plastic and/or concrete and/or brick). <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"> - lay new and/or replacement plastic and clay foul and surface water drainage pipes - form plastic, concrete and brick inspection chambers - test foul and surface water drainage systems - determine levels and gradients - excavate trenches - use hand tools, power tools and equipment - work with crane handled or mechanically handled loads. | | | |

| 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 laying domestic drainage. | | | |
| | 7.6 Describe how to maintain the tools and equipment used when laying domestic drainage. | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 9: Placing and finishing non-specialist concrete in the workplace

Unit reference number: M/600/6731

QCF level: 2

Credit value: 20

Guided learning hours: 67

Unit summary

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

Assessment requirements/evidence requirements

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

- the additional requirements for qualifications using the title NVQ in 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 placing and finishing non-specialist concrete to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>1 Interpret the given information relating to the work and resources when placing and finishing non-specialist concrete.</p> | <p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements.</p> <p>1.3 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"> - drawings, specifications, schedules, manufacturers' information and regulations governing buildings. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>2 Know how to comply with relevant legislation and official guidance when placing and finishing non-specialist concrete.</p> | <p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <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 placing and finishing non-specialist concrete.</p> | <p>3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when placing and finishing non-specialist concrete.</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to placing and finishing non-specialist concrete, 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 place and finish non-specialist concrete.</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"> - concrete, fabric reinforcement, timber, plywood, proprietary slab edgings and fixings - hand tools and equipment. <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 place and finish non-specialist concrete.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>5 Minimise the risk of damage to the work and surrounding area when placing and finishing non-specialist concrete.</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> | | | |
| <p>6 Complete the work within the allocated time when placing and finishing non-specialist concrete.</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"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>7 Comply with the given contract information to place and finish non-specialist concrete to the required specification.</p> | <p>7.1 Demonstrate the following work skills when placing and finishing non-specialist concrete :</p> <ul style="list-style-type: none"> - measuring, marking out, laying, compacting, finishing, positioning and securing. <p>7.2 Lay and finish concrete to contractor's working instructions:</p> <ul style="list-style-type: none"> - concrete slabs/bases (footing, oversites and paths) - form slab edging - position reinforcement - form surface finish (tamped, floated, brushed and trowelled). <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"> - lay, compact and finish concrete with tamped, floated, brushed and trowelled finish - place fabric reinforcement - form slab edging - use hand tools and ancillary equipment - work with crane handled or mechanically handled loads. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
| | <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 placing and finishing non-specialist concrete.</p> <p>7.6 Describe how to maintain the tools and equipment used when placing and finishing non-specialist concrete</p> | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 10: Erecting and dismantling access/working platforms in the workplace

Unit reference number: D/600/8281

QCF level: 2

Credit value: 8

Guided learning hours: 27

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsements:

- own occupational area of work.

Plus two or more of the following:

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>1 Interpret the given information relating to the work and resources when erecting and dismantling access/working platforms.</p> | <p>1.1 Interpret and extract information from specifications, method statements, risk assessments and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method 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"> - specifications, current legislation, method statements, risk assessments and manufacturers' information. | | | |

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

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>4 Select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms.</p> | <p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - ladders/crawler boards - stepladders/platform steps - trestles - proprietary staging/podiums - proprietary towers - mobile scaffold towers - protection equipment and notices - tools and ancillary equipment. <p>4.2 Select resources associated with own work in relation to materials, components, tools and equipment.</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.</p> <p>4.4 Outline potential hazards associated with the resources and method of work.</p> <p>4.5 Describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>5 Minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms.</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> | | | |
| <p>6 Complete the work within the allocated time when erecting and dismantling access/working platforms.</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"> - organisational procedures for reporting circumstances which will affect the work programme. | | | |

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

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
| | <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"> - provide protection to the work area - establish a base for equipment - erect proprietary access equipment to manufacturer's instructions suitable for the work - erect non-proprietary access equipment suitable for the work - place protective screens and notices - check/monitor equipment during the period of use - dismantle and store access equipment - use tools and equipment - work at height. <p>7.4 Safely use and store materials, hand tools and ancillary equipment.</p> <p>7.5 State the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms.</p> <p>7.6 Describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms.</p> | | | |

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

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

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>1 Interpret the given information relating to the use of forward tipping dumpers to carry out transporting and discharging operations.</p> | <p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method 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"> - drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to grader transporting and discharging operations. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>2 Organise with others the sequence and operation in which transporting and discharging operations using forward tipping dumpers tare 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 during transporting and discharging operations using forward tipping dumpers.</p> | | | |
| <p>3 Know how to comply with relevant legislation and official guidance to carry out transporting and discharging operations with forward tipping dumpers.</p> | <p>3.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <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> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>4 Maintain safe working practices when preparing for and carrying out transporting and discharging operations using forward tipping dumpers.</p> | <p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during transporting and discharging operations.</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to transporting and discharging operations, and the types, purpose and limitations of each type.</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 |
|--|---|---------------|---------------------|------|
| <p>5 Request and select the required quantity and quality of resources to prepare for and carry out transporting and discharging operations using forward tipping dumpers.</p> | <p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments, transporting and discharging aids - hand tools, ancillary equipment and/or accessories. <p>5.2 Request and select resources associated with forward tipping dumpers in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment.</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.</p> <p>5.4 Outline potential hazards associated with the resources and method of work.</p> <p>5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out transporting and discharging operations using forward tipping dumpers.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>6 Minimise the risk of damage to the work and surrounding area when transporting and discharging materials using forward tipping dumpers.</p> | <p>6.1 Protect the work and its surrounding area from damage. 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.</p> | | | |
| <p>7 Complete the work within the allocated time when preparing to and transporting and discharging materials using forward tipping dumpers.</p> | <p>7.1 Demonstrate completion of the work within the allocated time. 7.2 Shut down and secure forward tipping dumpers. 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>8 Comply with the given contract information to receive, transport and discharge materials using forward tipping dumpers to the required specification.</p> | <p>8.1 Demonstrate the following work skills when preparing for and transporting and discharging loose materials using forward tipping dumpers:</p> <ul style="list-style-type: none"> - fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, receiving, transporting and depositing. <p>8.2 Prepare, position, set up and operate forward tipping dumpers to receive, transport and discharge loads to given working instructions.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| | <p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - identify the characteristics of the forward tipping dumper used for transporting and discharging work - carry out performance checks - prepare, set up and adjust for operational requirements - complete functional checks - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify the area for discharging - check to avoid damage to structures and utilities service apparatus - receive, transport and discharge materials safely and securely - shut down and secure forward tipping dumper - use hand tools, ancillary equipment and accessories. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
| | <p>8.4 Safely use and store hand tools and ancillary equipment.</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing to and carrying out transporting and discharging operations.</p> <p>8.6 Describe how to maintain the plant, tools and equipment used to transport and discharge materials.</p> | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>1 Interpret the given information relating to the use of ride-on rollers to carry out compacting operations.</p> | <p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method 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"> - drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to compacting operations. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>2 Organise with others the sequence and operation in which compacting operations using ride-on rollers are to be carried out.</p> | <p>2.1 Organise the work according to given information or instructions.</p> <p>2.2 Describe how to communicate ideas between team members.</p> <p>2.3 Organise and communicate with team members and other associated occupations.</p> <p>2.4 State how to organise resources prior to and during compacting operations using ride-on rollers.</p> | | | |
| <p>3 Know how to comply with relevant legislation and official guidance to carry out compacting operations with ride-on rollers.</p> | <p>3.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <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> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>4 Maintain safe working practices when preparing for and carrying out compacting operations using ride-on rollers.</p> | <p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during compacting operations.</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to compacting operations, and the types, purpose and limitations of each type.</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 |
|--|--|---------------|---------------------|------|
| <p>5 Request and select the required quantity and quality of resources to prepare for and carry out compacting operations using ride-on rollers.</p> | <p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and compacting operational aids - hand tools, ancillary equipment and/or accessories. <p>5.2 Request and select resources associated with ride-on rollers in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment.</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.</p> <p>5.4 Outline potential hazards associated with the resources and method of work.</p> <p>5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out compacting operations using ride-on rollers.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>6 Minimise the risk of damage to the work and surrounding area when compacting materials using ride-on rollers.</p> | <p>6.1 Protect the work and its surrounding area from damage.</p> <p>6.2 Minimise damage and maintain a clean work space.</p> <p>6.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.</p> <p>6.4 Dispose of waste in accordance with legislation.</p> <p>6.5 State why the disposal of waste should be carried out safely in relation to the work.</p> | | | |
| <p>7 Complete the work within the allocated time when preparing to and compacting materials using ride-on rollers.</p> | <p>7.1 Demonstrate completion of the work within the allocated time.</p> <p>7.2 Shut down and secure ride-on rollers.</p> <p>7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>8 Comply with the given contract information to compact materials using ride-on rollers to the required specification.</p> | <p>8.1 Demonstrate the following work skills when preparing for and compacting materials using ride-on rollers:</p> <ul style="list-style-type: none"> - fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning and compacting. <p>8.2 Prepare, position, set up and operate ride-on rollers to compact a variety of materials, in various locations, to given working instructions.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| | <p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - identify the characteristics of the ride-on roller used for compacting work - carry out performance checks - prepare, set up and adjust for operational requirements - complete functional checks - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify the area for compacting - check to avoid damage to structures and utilities service apparatus - compact materials safely and securely - shut down and secure ride-on roller - use hand tools, ancillary equipment and accessories. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| | 8.4 Safely use and store hand tools and ancillary equipment. | | | |
| | 8.5 State the needs of other occupations and how to communicate within a team when preparing to and carrying out compacting operations. | | | |
| | 8.6 Describe how to maintain the plant, tools and equipment used to compact materials. | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 1 Interpret the given information relating to the preparation for, and directing and guiding plant. | <p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method 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"> - drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance. | | | |
| 2 Organise with others the sequence and operation in which directing and guiding plant is to be carried out. | <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 during directing and guiding plant.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>3 Know how to comply with relevant legislation and official guidance to direct and guide plant.</p> | <p>3.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <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, directing and guiding plant.</p> | <p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements when directing and guiding plant.</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to directing and guiding plant, and the types, purpose and limitations of each type.</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 |
|--|---|---------------|---------------------|------|
| <p>5 Select the required quantity and quality of resources to prepare for, and when directing and guiding plant.</p> | <p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> - signalling and communication equipment - hand tools and ancillary equipment. <p>5.2 Select resources associated with directing and guiding plant in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment.</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.</p> <p>5.4 Outline potential hazards associated with the resources and method of work.</p> <p>5.5 Describe how to calculate weight/bearing pressure, quantity, length and area and identification of centres of gravity associated with the method/procedures to carry out the work.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>6 Minimise the risk of damage to the work and surrounding area when directing and guiding plant.</p> | <p>6.1 Protect the work and its surrounding area from damage.</p> <p>6.2 Minimise damage and maintain a clean work space.</p> <p>6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.</p> <p>6.4 Dispose of waste in accordance with legislation.</p> <p>6.5 State why the disposal of waste should be carried out safely in relation to the work.</p> | | | |
| <p>7 Complete the work within the allocated time when preparing to, and directing and guiding plant.</p> | <p>7.1 Demonstrate completion of the work within the allocated time.</p> <p>7.2 State the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>8 Comply with the given contract information to prepare to, and direct and guide plant using to the required specification.</p> | <p>8.1 Demonstrate the following work skills when preparing to, and directing and guiding plant and operations:</p> <ul style="list-style-type: none"> - setting up, checking, communicating, estimating, interpreting, directing, guiding, indicating, informing, instructing, positioning, moving, signalling and relaying. <p>8.2 Prepare to, and position plant by directing and guiding the movement of plant and plant operations to given working instructions, using at least one of the following communication methods:</p> <ul style="list-style-type: none"> - hand signals - hand signalling equipment - verbal/electronic communication. <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"> - assess and determine the movement and operations of plant - direct and guide the movement and operations of plant - signal and communicate following recognised/agreed operational procedures - use hand tools and ancillary equipment. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
| | 8.4 Safely use and store hand tools, signalling and communication equipment and ancillary equipment. | | | |
| | 8.5 State the needs of other occupations and how to communicate within a team when preparing to and directing and guiding plant. | | | |
| | 8.6 Describe how to maintain the tools and equipment used to direct and guide plant. | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>1 Interpret the given information relating to the preparation of, and the arranging and securing of plant for haulage.</p> | <p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method 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"> - drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>2 Know how to comply with relevant legislation and official guidance to carry out the arranging and securing of plant for haulage.</p> | <p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <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 preparing for and arranging and securing plant for haulage.</p> | <p>3.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements when arranging and securing plant for haulage.</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to arranging and securing plant for haulage, and the types, purpose and limitations of each type.</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 to prepare for, and when arranging and securing plant for haulage.</p> | <p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> - load restraint and securing accessories including wire rope, chain, fabric, web hooks, shackles and clamps - hand tools and ancillary equipment. <p>4.2 Select resources associated with the work in relation to load restraint and securing accessories and/or ancillary 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 weight/bearing pressure, quantity, length and area, and identification of centres of gravity associated with the method/procedures to carry out the work.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>5 Minimise the risk of damage to the work and surrounding area when arranging and securing plant for haulage.</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 safely in relation to the work.</p> | | | |
| <p>6 Complete the work within the allocated time when preparing to, and arranging and securing plant for haulage.</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 describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>7 Comply with the given contract information to prepare to, and arrange and secure plant for haulage to the required specification.</p> | <p>7.1 Demonstrate the following work skills when preparing to, and arranging and securing plant for haulage:</p> <ul style="list-style-type: none"> - selecting, fitting, attaching, adjusting, setting up, checking, configuring, measuring, gauging, calculating, positioning, removing and storing. <p>7.2 Prepare to, and arrange and secure plant for haulage to given working instructions, using appropriate restraining methods and restraining/securing accessories on the following types of plant.</p> <ul style="list-style-type: none"> - wheeled plant - tracked plant - compacting plant. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| | <p>7.3 Remove restraining/securing accessories from plant following haulage and ready for movement from the transporter. Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - identify the characteristics of the plant and restraining/securing accessories - determine methods for restraining - select and use suitable restraining/securing accessories - arrange and secure plant - confirm stability, positioning and weight distribution - remove and store restraining/securing accessories on completion of haulage - work at height - use hand tools, ancillary equipment and accessories. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
| | <p>7.4 Safely use and store hand tools, restraining/securing accessories and ancillary equipment.</p> <p>7.5 State the needs of other occupations and how to communicate within a team when preparing to and arranging and securing plant for haulage.</p> <p>7.6 Describe how to maintain the tools and equipment used to arrange and secure plant for haulage.</p> | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 15: Preparing and operating specialised powered tools and equipment in the workplace

Unit reference number: D/600/8099

QCF level: 2

Credit value: 4

Guided learning hours: 13

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating specialised powered tools and equipment to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>1 Interpret the given information relating to the preparation and use of powered tools and/or equipment.</p> | <p>1.1 Interpret and extract information from drawings, specifications, risk assessments, method statements, legislation, codes of practice, operating instructions and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements.</p> <p>1.3 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"> - drawings, specifications, risk assessments, method statements, legislation, codes of practice, manufacturers' information and instructions applicable to powered tool operations. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>2 Know how to comply with relevant legislation and official guidance to prepare and use powered tools and/or equipment.</p> | <p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <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 preparing for and using powered tools and/or equipment.</p> | <p>3.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements when using powered tools and/or equipment.</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, when using powered tools and/or equipment, and the types, purpose and limitations of each type.</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 Request and select the required quantity and quality of resources to prepare and sustain powered tools and/or equipment.</p> | <p>4.1 Request and select resources associated with the type of work in relation to fuel, power source, lubricants and consumables.</p> <p>4.2 Outline the organisational procedures for requisitioning consumables and other resources and why they have been developed and how they are used.</p> <p>4.3 Outline potential hazards associated with the resources and method of work and how they are overcome.</p> | | | |
| <p>5 Minimise the risk of damage to the work and surrounding area when using powered tools and/or equipment.</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 safely in relation to the work.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>6 Carry out-pre-use preparation inspections on powered tools and/or equipment in accordance with given procedures.</p> | <p>6.1 Demonstrate the following work skills when preparing for and using powered tools and/or equipment for the work:</p> <ul style="list-style-type: none"> - measuring, aligning, assembling, fitting, levelling, positioning, checking, securing, connecting and adjusting. <p>6.2 Prepare power unit tool(s) and/or ancillary equipment in the workplace to given working instructions.</p> <p>6.3 Use and maintain power units, tools and ancillary equipment applicable to the work.</p> <p>6.4 Describe the method of work for pre-use checks needed and the preparation required before using and operating powered tools and/or equipment.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>7 Operate powered tools and/or equipment in accordance with safe working practices to achieve the working outcome.</p> | <p>7.1 Demonstrate the following work skills when using powered tools and/or equipment:</p> <ul style="list-style-type: none"> - measuring, aligning, assembling, fitting, levelling, positioning, checking, securing, connecting and adjusting. <p>7.2 Operate and monitor power unit tool(s) and associated equipment in the workplace to given working instructions relating to continual running, closing down and cleaning.</p> <p>7.3 Return powered tools and/or equipment to a safe operational condition on completion of work.</p> <p>7.4 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - prepare, position and set up for work - secure accessories and tool attachments - carry out pre-use checks to manufacturers' and suppliers information/procedures - operate, use and control - monitor and maintain - close down and secure - disassemble - transport and/or secure. | | | |

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 1 Interpret the given information relating to the preparation for and the slinging and signalling of loads. | <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"> - drawings, specifications, schedules, method statements, manufacturers' information, approved procedures and Codes of Practice. | | | |
| 2 Organise with others the sequence and operation in which the slinging and signalling of loads is to be carried out. | <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 of 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 while working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <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 of 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 |
|---|--|---------------|---------------------|------|
| <p>5 Select the required quantity and quality of resources to prepare for and when slinging and signalling loads.</p> | <p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> - lifting accessories - signalling and communication equipment - hand tools and ancillary equipment. <p>5.2 Select resources associated with slinging/signalling in relation to hand tools, attachments, slinging equipment, lifting aids/accessories, signalling and communication equipment.</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.</p> <p>5.4 Outline potential hazards associated with the resources and method of work.</p> <p>5.5 Describe how to calculate weight, bearing pressure, quantity, length and area associated with the method/procedures to carry out slinging/signalling.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>6 Minimise the risk of damage to the work and surrounding area when slinging and signalling loads.</p> | <p>6.1 Protect the work and its surrounding area from damage.</p> <p>6.2 Minimise damage and maintain a clean work space.</p> <p>6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.</p> <p>6.4 Dispose of waste in accordance with legislation.</p> <p>6.5 State why the disposal of waste should be carried out safely in relation to the work.</p> | | | |
| <p>7 Complete the work within the allocated time when preparing to and slinging and signalling loads.</p> | <p>7.1 Demonstrate completion of the work within the allocated time.</p> <p>7.2 State the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>8 Comply with the given contract information to 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"> - measuring, gauging, estimating, fitting, fixing, testing, balancing, interpreting, judging, explaining, preparing, indicating, informing, instructing, signing, positioning, adjusting, configuring, moving, securing, signalling, relaying and removing. <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> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| | <p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - confirm method of communication - determine the method of slinging - select and use suitable slinging equipment/lifting accessories - sling loads securely and balance within correct weight distribution following agreed/recognised operational procedures - position loads safely and securely - remove and store lifting accessories - use hand tools, ancillary equipment and accessories. <p>8.4 Safely use and store hand tools and slinging, signalling, communication and ancillary equipment.</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing to and slinging and signalling loads.</p> <p>8.6 Describe how to maintain the tools and equipment used to sling and signal loads.</p> | | | |

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

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

Unit 17: Installing street ironwork in the workplace

Unit reference number: D/600/7129

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 installing street ironwork in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the additional requirements for qualifications using the title NVQ in 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 street ironwork to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>2 Know how to comply with relevant legislation and official guidance when installing street ironwork.</p> | <p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <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 street ironwork.</p> | <p>3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when installing street ironwork.</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to installing street ironwork, 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 street ironwork.</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"> - sand, cement, mortar, patent epoxy resin-based materials - access covers and frames, gully grates and frames - hand and/or powered tools and equipment. <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 and size associated with the method/procedure to install street ironwork.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>5 Minimise the risk of damage to the work and surrounding area when installing street ironwork.</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> | | | |
| <p>6 Complete the work within the allocated time when installing street ironwork.</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"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. | | | |

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

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
| | 7.4 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 street ironwork. | | | |
| | 7.6 Describe how to maintain the tools and equipment used when installing street ironwork. | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 18: Laying modular pavement in the workplace

Unit reference number: M/600/7104

QCF level: 2

Credit value: 19

Guided learning hours: 63

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>1 Interpret the given information relating to the work and resources when laying modular pavement.</p> | <p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements.</p> <p>1.3 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"> - drawings, specifications, schedules, manufacturers' information and regulations governing the laying of modular pavement. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>2 Know how to comply with relevant legislation and official guidance when laying modular pavement.</p> | <p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <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 laying modular pavement.</p> | <p>3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when laying modular pavement.</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to laying modular pavement, 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 lay modular pavement.</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"> - sand, lean mix concrete - blocks, stone sets, bricks, flags - hand and/or powered tools and equipment <p>4.2 Select resources associated with own work in relation to materials, components, tools and equipment.</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.</p> <p>4.4 Outline potential hazards associated with the resources and method of work.</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to lay modular pavement.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>5 Minimise the risk of damage to the work and surrounding area when laying modular pavement.</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> | | | |
| <p>6 Complete the work within the allocated time when laying modular pavement.</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"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>7 Comply with the given contract information to lay modular pavement to the required specification.</p> | <p>7.1 Demonstrate the following work skills when laying modular pavement:</p> <ul style="list-style-type: none"> - measuring, marking out, laying, levelling, aligning, compacting and finishing. <p>7.2 Lay modular pavement manually and/or by machine to contractor's working instructions, for any of the following types:</p> <ul style="list-style-type: none"> - block paving - brick paving - stone sets - flags. <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"> - confirm the type of block, brick, set and flag modular pavement - set out the domestic and/or commercial area and prepare ground and foundation for modular pavement construction - lay modular block, brick, set and flag pavements manually and/or by machine - lay modular block, brick, set and flag pavement, domestic and/or commercial to the required design/pattern, levels and stability - use hand tools, power tools and equipment. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| | <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment.</p> <p>7.5 State the needs of other occupations and how to communicate within a team when laying modular pavement.</p> <p>7.6 Describe how to maintain the tools and equipment used when laying modular pavement.</p> | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 19: Installing mains drainage systems in the workplace

Unit reference number: L/600/7109

QCF level: 2

Credit value: 20

Guided learning hours: 67

Unit summary

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

Assessment requirements/evidence requirements

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

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 mains drainage systems.</p> | <p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method 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"> - drawings, specifications, schedules, manufacturers' information and regulations governing buildings and the installation and construction of pipework for surface water, foul sewer, combined mains drainage systems. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>2 Know how to comply with relevant legislation and official guidance when installing mains drainage systems.</p> | <p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <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 mains drainage systems.</p> | <p>3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when installing mains drainage systems.</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to installing mains drainage systems, 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 mains drainage systems.</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"> - pipes and fittings - pre-cast manholes, inspection chambers - granular materials, cement aggregates, mortar, concrete - sealant materials and ancillary components - hand and/or powered tools and ancillary equipment. <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and ancillary 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 mains drainage systems.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>5 Minimise the risk of damage to the work and surrounding area when installing mains drainage systems.</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> | | | |
| <p>6 Complete the work within the allocated time when installing mains drainage systems.</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"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>7 Comply with the given contract information to install mains drainage systems to the required specification.</p> | <p>7.1 Demonstrate the following work skills when installing mains drainage systems:</p> <ul style="list-style-type: none"> - measuring, marking out, positioning, levelling, aligning, fitting, securing and testing. <p>7.2 Install and test mains drainage systems to contractor's working instructions, covering:</p> <ul style="list-style-type: none"> - pipework in excess of 450 mm diameter - pre-cast structures. <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"> - confirm ground conditions, site and excavations are suitable for the drainage installation work - prepare bedding for the pipework - position, level, align, fit, fix and secure the drainage pipework - construct/install and secure the pre-cast structures of the drainage system (manholes, inspection chambers) - connect, seal, test and confirm the drainage system is complete and operational (smoke, water, ball tests) - use hand tools, power tools and equipment. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| | <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment.</p> <p>7.5 State the needs of other occupations and how to communicate within a team when installing mains drainage systems.</p> <p>7.6 Describe how to maintain the tools and equipment used when installing mains drainage systems.</p> | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 20: Providing temporary excavation support in the workplace

Unit reference number: M/600/7118

QCF level: 2

Credit value: 15

Guided learning hours: 50

Unit summary

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

Assessment requirements/evidence requirements

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>1 Interpret the given information relating to the work and resources when providing temporary excavation support.</p> | <p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements.</p> <p>1.3 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"> - drawings, specifications, schedules, manufacturers' information and regulations governing construction works and support of excavations. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>2 Know how to comply with relevant legislation and official guidance when providing temporary excavation support.</p> | <p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <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 providing temporary excavation support.</p> | <p>3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when providing temporary excavation support.</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to providing temporary excavation support, 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 provide temporary excavation support.</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"> - poling boards, walings, struts, wedges, soldiers, steel struts and trench sheets - proprietary systems - ancillary fixing devices - hand and/or powered tools and ancillary equipment. <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 provide temporary excavation support.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>5 Minimise the risk of damage to the work and surrounding area when providing temporary excavation support.</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> | | | |
| <p>6 Complete the work within the allocated time when providing temporary excavation support.</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"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 7 Comply with the given contract information to provide temporary excavation support to the required specification. | <p>7.1 Demonstrate the following work skills when providing temporary excavation support:</p> <ul style="list-style-type: none"> - measuring, marking out, preparing, positioning, fitting, supporting, fixing, securing, dismantling and removing. <p>7.2 Provide and remove temporary excavation support to contractor's working instructions, relating to three of the following support frameworks:</p> <ul style="list-style-type: none"> - skeleton - open and close boarding - drag box - trench box - coffer dam - diaphragm wall - secant support. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| | <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - assess the excavated area and select suitable temporary support for the excavation - provide for safe access and egress around the temporary excavation support - construct/erect/install temporary excavation support - maintain the integrity and safety of the temporary support structure - dismantle and remove the excavation support structure - use hand tools, power tools and equipment - work at height and in confined spaces - use access equipment. <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment.</p> <p>7.5 State the needs of other occupations and how to communicate within a team when providing temporary excavation support.</p> <p>7.6 Describe how to maintain the tools and equipment used when providing temporary excavation support.</p> | | | |

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

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

Unit 21: Reinstating ground condition in the workplace

Unit reference number: A/600/8157

QCF level: 2

Credit value: 12

Guided learning hours: 40

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>1 Interpret the given information relating to the work and resources when reinstating ground condition.</p> | <p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method 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"> - drawings, specifications, schedules and manufacturers' information. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>2 Know how to comply with relevant legislation and official guidance when reinstating ground condition.</p> | <p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <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 reinstating ground condition.</p> | <p>3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when reinstating ground condition.</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to reinstating ground condition, and the types, purpose and limitations of each type.</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 reinstate ground condition.</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"> - flags, blocks, edging, aggregates, cement, black top, top soil, seeds - hand and/or powered tools and equipment. <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 and area associated with the method/procedure to reinstate ground condition.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>5 Minimise the risk of damage to the work and surrounding area when reinstating ground condition.</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> | | | |
| <p>6 Complete the work within the allocated time when reinstating ground condition.</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"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>7 Comply with the given contract information to reinstate ground condition to the required specification.</p> | <p>7.1 Demonstrate the following work skills when reinstating ground condition:</p> <ul style="list-style-type: none"> - measuring, marking out, laying, bedding, positioning, securing and finishing. <p>7.2 Reinstate ground conditions to contractor's working instructions for at least two of the following:</p> <ul style="list-style-type: none"> - flag - block - concrete - black top surfaces - cultivated and grassed areas. <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"> - place and compact sub-grade and sub-base - form levels - reinstate hard landscaping of flag, block, concrete and black top surfaces - reinstate cultivated and grassed areas - use hand tools, power tools and equipment. | | | |

| 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 reinstating ground condition. | | | |
| | 7.6 Describe how to maintain the tools and equipment used when reinstating ground condition. | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 22: Locating and protecting utilities apparatus and sub-structures in the workplace

Unit reference number: T/600/7122

QCF level: 2

Credit value: 12

Guided learning hours: 40

Unit summary

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

Assessment requirements/evidence requirements

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

- the additional requirements for qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (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 locating and protecting utilities apparatus and sub-structures 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>1 Interpret the given information relating to the work and resources when locating and protecting utilities apparatus and sub-structures.</p> | <p>1.1 Interpret and extract information from drawings, specifications, schedules, survey information and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements.</p> <p>1.3 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"> - drawings, specifications, schedules, manufacturers' information and regulations governing the Utilities services. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>2 Know how to comply with relevant legislation and official guidance when locating and protecting utilities apparatus and sub-structures.</p> | <p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <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>2.4 State the types of fire extinguishers available when locating and protecting utilities apparatus and sub-structures and describe how and when they are used.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>3 Maintain safe working practices when locating and protecting utilities apparatus and sub-structures.</p> | <p>3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when locating and protecting utilities apparatus and sub-structures.</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to locating and protecting utilities apparatus and sub-structures, 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 locating and protecting utilities apparatus and sub-structures as relevant to the operations.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>4 Select the required quantity and quality of resources for the methods of work to locate and protect utilities apparatus and sub-structures.</p> | <p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - electronic instruments - marking and protection materials - hand and/or powered tools and equipment - ancillary equipment. <p>4.2 Select resources associated with own work in relation to materials, components, tools, equipment and electronic location instruments.</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> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>5 Minimise the risk of damage to the work and surrounding area when locating and protecting utilities apparatus and sub-structures.</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> | | | |
| <p>6 Complete the work within the allocated time when locating and protecting utilities apparatus and sub-structures.</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"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>7 Comply with the given contract information to locate and protect utilities apparatus and sub-structures to the required specification.</p> | <p>7.1 Demonstrate the following work skills when locating and protecting utilities apparatus and sub-structures:</p> <ul style="list-style-type: none"> - measuring, calculating, locating, marking out, positioning, protecting and securing. <p>7.2 Locate and protect sub-surface and overhead Utilities apparatus to contractor's working instructions, relating to:</p> <ul style="list-style-type: none"> - gas, electric, communications, water, sewage. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
| | <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - identify utilities apparatus and sub-structures by electronic location, trial holes and visual - confirm the type of service (gas, electric, communication, water, sewage) - confirm structures (foundations, manholes, inspection chambers, joint/junction boxes) - confirm any natural environment (tree roots, natural watercourse) - mark the location of the service apparatus and sub-structures - provide for the recognition and protection of the service apparatus and sub-structure during operational activities - use hand tools, power tools and equipment - work at height. <p>7.4 Safely use and store hand tools, portable power tools, ancillary equipment and electronic instruments.</p> <p>7.5 State the needs of other occupations and how to communicate within a team when locating and protecting utilities apparatus and sub-structures.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
| | 7.6 Describe how to maintain the tools and equipment used when locating and protecting utilities apparatus and sub-structures. | | | |

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 23: Excavating holes and trenches (manual digging) in the workplace

Unit reference number: J/600/7125

QCF level: 2

Credit value: 10

Guided learning hours: 33

Unit summary

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

Assessment requirements/evidence requirements

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

- the additional requirements for qualifications using the title NVQ in 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 excavating holes and trenches by manual digging to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>1 Interpret the given information relating to the work and resources when excavating holes and trenches by manual digging.</p> | <p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements.</p> <p>1.3 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"> - drawings, specifications, schedules, manufacturers' information, statutory and regulatory codes of practice for excavations and support of the excavations. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>2 Know how to comply with relevant legislation and official guidance when excavating holes and trenches by manual digging.</p> | <p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <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 excavating holes and trenches by manual digging.</p> | <p>3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when excavating holes and trenches by manual digging.</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to excavating holes and trenches by manual digging, 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 excavate holes and trenches by manual digging.</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"> - timber, trench sheeting, mechanical support mechanisms - hand and/or powered tools and ancillary equipment. <p>4.2 Select resources associated with own work in relation to materials, components, tools and equipment.</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.</p> <p>4.4 Outline potential hazards associated with the resources and method of work.</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to excavate holes and trenches by manual digging.</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>5 Minimise the risk of damage to the work and surrounding area when excavating holes and trenches by manual digging.</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> | | | |
| <p>6 Complete the work within the allocated time when excavating holes and trenches by manual digging.</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"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>7 Comply with the given contract information to excavate holes and trenches by manual digging to the required specification.</p> | <p>7.1 Demonstrate the following work skills when excavating holes and trenches by manual digging:</p> <ul style="list-style-type: none"> - measuring, marking out, excavating, supporting and securing. <p>7.2 Excavate holes and trenches in highway location and/or construction site to contractor's working instructions relating to any one of the following surfaces:</p> <ul style="list-style-type: none"> - modular - rigid - flexible - grass areas. | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| | <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - identify and confirm the type of surface and sub-surface composition - remove ironwork, modular components - excavate ground structures by manual dig up to 2 metres - guide excavating machine to excavate ground structures - avoid damage to service apparatus and sub-structures identify and store reusable materials - position, secure and remove excavation supports - provide for access and egress - use hand tools, power tools and equipment. <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment.</p> <p>7.5 State the needs of other occupations and how to communicate within a team when excavating holes and trenches by manual digging.</p> <p>7.6 Describe how to maintain the tools and equipment used when excavating holes and trenches by manual digging.</p> | | | |

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

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

Further information

Our customer service numbers are:

| | |
|-------------------------------|---------------|
| BTEC and NVQ | 0844 576 0026 |
| GCSE | 0844 576 0027 |
| GCE | 0844 576 0025 |
| The Diploma | 0844 576 0028 |
| DiDA and other qualifications | 0844 576 0031 |

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *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 the Edexcel website.

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

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

Telephone: 01485 577577
Fax: 01485 577793
Email: call.centre@cskills.org

Professional development and training

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

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

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

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services 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 | Diplomas | BTEC vocationally-related qualifications | BTEC specialist qualification/professional | NVQ/competence |
|-------|------------------------|----------|---|--|---|
| 8 | | | | | |
| 7 | | | | | |
| 6 | | | | | We have too many qualifications to list in this space. Please refer to www.edexcel.com for further information |
| 5 | | | Edexcel BTEC Level 5 HN Diploma in Construction | | We have too many qualifications to list in this space. Please refer to www.edexcel.com for further information |
| 4 | | | Edexcel BTEC Level 4 HN Certificate in Construction | | We have too many qualifications to list in this space. Please refer to www.edexcel.com for further information |

| Level | General qualifications | Diplomas | BTEC vocationally-related qualifications | BTEC specialist qualification / professional | NVQ / competence |
|--------------|-------------------------------|---|---|--|---|
| 3 | | Edexcel Level 3 Diploma in Construction and the Built Environment | Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma in Construction and the Built Environment | Edexcel BTEC Level 3 Award, Extended Certificate and Diploma in Construction and the Built Environment | We have too many qualifications to list in this space. Please refer to www.edexcel.com for further information |
| 2 | | Edexcel Level 2 Diploma in Construction and the Built Environment | Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Construction | Edexcel BTEC Level 2 Award, Certificate and Extended Certificate in Construction and the Built Environment (Craft) and Construction and the Built Environment (Technician) | We have too many qualifications to list in this space. Please refer to www.edexcel.com for further information |
| 1 | | Edexcel Level 1 Diploma in Construction and the Built Environment | Edexcel BTEC Level 1 Award, Certificate, Diploma in Construction (QCF) | Edexcel BTEC Level 1 Award, Certificate, Extended Certificate in Construction and the Built Environment | We have too many qualifications to list in this space. Please refer to www.edexcel.com for further information |
| Entry | | | Edexcel Entry Level BTEC Award in Construction (Entry 3) (QCF) | | |

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel 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 for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

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

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, which is 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.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- 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 appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs 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 actions
- limit or suspend certification
- suspend registration.

The approach of Edexcel 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.

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

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

Appropriate steps should be taken to assess each applicant's potential and a professional judgement 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 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. www.edexcel.com.

Annexe D: Additional requirements for qualifications that use the title NVQ within the QCF

| | |
|---|------------|
| Contents | |
| Purpose of document | 224 |
| Background | 225 |
| Additional requirements for qualifications that use the title NVQ within the QCF | 226 |
| Introduction | 226 |
| Assessment requirements | 226 |
| Quality assurance requirements | 228 |

Purpose of document

- 1 The purpose of this document is to make clear what additional requirements are needed to assess and quality assure qualifications that use the title NVQ within the QCF.
- 2 When an SSC/SSB and awarding organisation wants to use the title NVQ in the naming of a qualification within the QCF, the awarding organisation is required to make sure this qualification is assessed and quality assured in accordance with these additional requirements and other requirements described in the SSC/SSB assessment strategy.
- 3 The aims of these additional requirements are to:
 - ensure that all competence based qualifications that use the title NVQ within the QCF are
 - assessed consistently
 - quality assured consistently
 - maintain the integrity of qualifications that use the title NVQ within the QCF
 - establish the NVQ brand within the QCF
 - keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ within the QCF to a minimum.

Background

- 4 ¹“At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence”.
- 5 NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.
- 6 Qualifications that use the title NVQ within the QCF must comply with the rules of combination determined by the SSC/SSB. Awarding organisations are not allowed to develop another qualification that does not use the title NVQ within the QCF, if it uses the same rules of combination as a qualification that does use the title NVQ within the QCF.
- 7 The QCF offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title within the QCF are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their awarding organisations to agree what qualifications will be used to assess occupational competence. Qualifications that use the title NVQ within the QCF, are not a preferred method for assessing occupational competence and all qualifications accredited through the QCF have equal status.
- 8 When developing a qualification for the QCF, including qualifications that use the title NVQ within the QCF, an awarding organisation must be a recognised awarding organisation and must meet the Qualification Requirements in the Regulatory Arrangements for the Qualifications and Credit Framework, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.
- 9 The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, additional requirements about the way in which qualifications that use the title NVQ within the QCF will be assessed and quality assured. For those recognised awarding organisations that want to assess occupational competence through the use of qualifications that use the title NVQ within the QCF, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

¹ NCVQ's NVQ Criteria and Guidance 1995.

Additional requirements for qualifications that use the title NVQ within the QCF

Introduction

- 10 Qualifications that use the title NVQ within the QCF must be assessed and quality assured in accordance with the following additional requirements.

Assessment requirements

- 11 When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how learners are to be assessed.
- 12 Assessment methodologies must meet the assessment strategy developed in partnership between the relevant SSC or SSB and awarding organisations for the qualification. The assessment strategy must be published and made available separately and will include the requirements for assessment of qualifications that use the title NVQ within the QCF. The assessment criteria for each unit will be part of the units that make up the qualification.
- 13 Learners must complete real work activities in order to produce evidence to demonstrate they have met the NOS and are occupationally competent.
- 14 When a learner cannot complete a real work activity, simulation is allowed.
- 15 Simulation is allowed when:
 - a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise
 - a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
 - the safety of a learner, other individuals and/or resources will be put at risk.
- 16 When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.
- 17 Units that must not be assessed by simulation must be identified by the SSC/SSB in the assessment strategy for the qualification or family of qualifications.

- 18 Learners must be assessed by assessors:
- who are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment strategy for that qualification
 - ²who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners
 - must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.
- 19 All assessors must carry out assessment to the standards specified in the A units.
- 20 All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation.
- 21 Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

² Currently an assessor could hold unit A1 and/or unit A2. Or from the past unit D32 and/or unit D33. SSCs also identify other suitable equivalent qualifications.

Quality assurance requirements

- 22 When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how the qualification will be quality assured.
- 23 Qualifications that use the title NVQ within the QCF, must be verified:
- internally by an internal verifier, who is accountable to the assessment centre
 - externally by an external verifier, who is accountable to the awarding organisation or an agent of the awarding organisation.
- 24 With reference to internal verification, internal verifiers must:
- ³hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
 - have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
 - be fully conversant with the standards and assessment criteria in the units to be assessed
 - understand the awarding organisation's quality assurance systems and requirements for this qualification.
- 25 Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.
- 26 With reference to external verification, external verifiers must:
- ⁴hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification
 - have no connections with the assessment centre, in order to maintain objectivity
 - have sufficient and relevant technical/occupational understanding in the unit(s) being verified
 - be fully conversant with the standards and performance criteria in the units to be assessed
 - understand the awarding organisation's quality assurance systems for this qualification.
- 27 Trainee external verifiers must have a plan, which is overseen by the awarding organisation, to achieve the external verifier qualification within an agreed timescale.

³ Currently an internal verifier needs to hold unit V1. Or from the past unit D34. SSCs also identify other suitable equivalent qualifications.

⁴ Currently an external verifier needs to hold unit V2. Or from the past unit D35.

- 28 Awarding organisations must decide the frequency of external monitoring activities. Any decision must be based on:
- the risks associated with a qualification that is designed to help a learner demonstrate occupational competence
 - an evaluation of the centre's performance and past record.
- 29 Awarding organisations will have in place suitably constituted audit processes, which are supported by naturally occurring quality assurance and monitoring systems that already exist in workplace assessment environments.

Annexe E: Assessment requirements/strategy

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

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Publications Code N025006 November 2010

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

Edexcel Limited. Registered in England and Wales No. 4496750
Registered Office: One90 High Holborn, London WC1V 7BH. VAT Reg No 780 0898 07

