

Specification

Edexcel NVQ/competence-
based qualifications

**Edexcel Level 2 NVQ Certificate in Highways
Maintenance (Construction) (QCF)**

**Edexcel Level 2 NVQ Diploma in Highways
Maintenance (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.

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Qualification titles covered by this specification

This specification gives you the information you need to offer the Edexcel NVQs in Highways Maintenance:

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
Edexcel Level 2 NVQ Certificate in Highways Maintenance (Construction) (QCF)	500/9271/6	01/08/2010
Edexcel Level 2 NVQ Diploma in Highways Maintenance (Construction) (QCF)	500/9394/0	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 qualification from 1st August 2010:

Qualification title

Edexcel Level 2 NVQ in Highways Maintenance

Qualification Accreditation Number (QAN)

500/8086/6

Accreditation start date

01/01/2010

Accreditation end date

31/12/2010

Key features of the Edexcel NVQs in Highways Maintenance

These qualifications:

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

The Edexcel Level 2 NVQ Certificate in Highways Maintenance (Construction) (QCF) and the Edexcel Level 2 NVQ Diploma in Highways Maintenance (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?

- Civil Engineering Technician
- Concreter
- Construction Operative
- Highways Maintenance/Road Worker.

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

These qualifications allow learners to demonstrate competence in highways maintenance at a level required by the Construction and the Built Environment industry. Learners can progress across the level and size of the Construction and the Built Environment competence and knowledge qualifications and into other occupational areas such as Team Leading and Management.

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 2 NVQ Certificate in Highways Maintenance (Construction) (QCF)?

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

Edexcel Level 2 NVQ Certificate in Highways Maintenance – Laying Kerbs and Channels (Construction) (QCF): Learners must complete all units in Group A to obtain 5 credits, all units in Group B1 to obtain 22 credits and a minimum of one unit in Group B2 to give a minimum of 35 credits in total.

Additional units from Group D are deemed, by industry-led working groups, as relevant to the occupation and may be used to enhance the qualification for this occupation. Learners may choose any or none of the units listed. Credit from additional units cannot be added to a pathway unless the minimum number of credit for the pathway has been attained.

Edexcel Level 2 NVQ Certificate in Highways Maintenance – Incident Support Unit Operations (Construction) (QCF): Learners must complete all units in Group A to obtain 5 credits and all units in Group C1 to obtain 22 credits to give a minimum of 27 credits in total.

A – Mandatory core

Learners must complete all units in Group A.

Credit value required: Minimum 5.

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

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

P – Pathways

Learners must choose one pathway.

Credit value required: Minimum 22.

B – Laying Kerbs and Channels (Pathway)

Learners must complete all units in Group B1 and one unit in Group B2.

This group represents a pathway.

Credit value required: Minimum 30.

B1 – Mandatory units (Laying Kerbs and Channels)

Credit value required: Minimum 22.

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

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

B2 – Optional units (Laying Kerbs and Channels)

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

D – Additional units (Laying Kerbs and Channels)

Additional units listed are deemed, by industry-led working groups, as relevant to the occupation and may be used to enhance the qualification for this occupation. Learners may choose any or none of the units listed. Credit from additional units cannot be added to a pathway unless the minimum number of credits for the pathway has been attained.

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

C – Incident Support Unit Operations (Pathway)

Learners must complete all units in Group C1.

This group represents a pathway.

Credit value required: Minimum 22.

C1 – Mandatory units (Incident Support Unit Operations)

Credit value required: Minimum 22.

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

A/600/6568 – Preparing incident support unit vehicles and driving in operational circumstances

F/600/6569 – Responding to and assisting with road-related incidents, hazards and collisions in operational circumstances

T/600/6570 – Installing and removing emergency traffic management on high speed or rural and urban roads

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

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

For the **Edexcel Level 2 NVQ Diploma in Highways Maintenance – Modular Pavement Construction (Construction) (QCF)**: Learners must complete all units in Group A to obtain 5 credits, all units in Group B1 to obtain 35 credits and then select a minimum of one unit from Group Op to give a minimum of 48 credits in total.

For the **Edexcel Level 2 NVQ Diploma in Highways Maintenance – Drainage Construction (Construction) (QCF)**: Learners must complete all units in Group A to obtain 5 credits, all units in Group C1 to obtain 43 credits and then select a minimum of one unit from Group Op to give a minimum of 56 credits in total.

For the **Edexcel Level 2 NVQ Diploma in Highways Maintenance – Excavation Operations (Construction) (QCF)**: Learners must complete all units in Group A to obtain 5 credits, all units in Group D1 to obtain 34 credits and then select a minimum of one unit from Group Op to give a minimum of 47 credits in total.

For the **Edexcel Level 2 NVQ Diploma in Highways Maintenance – Flexible Pavement Construction (Construction) (QCF)**: Learners must complete all units in Group A to obtain 5 credits, all units in Group E1 to obtain 30 credits and then select a minimum of one unit from Group Op to give a minimum of 43 credits in total.

For the **Edexcel Level 2 NVQ Diploma in Highways Maintenance – Shallow Drainage Installation (Construction) (QCF)**: Learners must complete all units in Group A to obtain 5 credits, all units in Group F1 to obtain 28 credits and then select a minimum of one unit from Group Op to give a minimum of 41 credits in total.

For the **Edexcel Level 2 NVQ Diploma in Highways Maintenance – Concrete Operations (Construction) (QCF)**: Learners must complete all units in Group A to obtain 5 credits, all units in Group G1 to obtain 28 credits and then select a minimum of one unit from Group Op to give a minimum of 41 credits in total.

For the **Edexcel Level 2 NVQ Diploma in Highways Maintenance – Vehicle Fencing (Construction) (QCF)**: Learners must complete all units in Group A to obtain 5 credits, all units in Group H1 to obtain 28 credits and then select a minimum of one unit from Group Op to give a minimum of 41 credits in total.

For the **Edexcel Level 2 NVQ Diploma in Highways Maintenance – Natural Stone Surfacing (Construction) (QCF)**: Learners must complete all units in Group A to obtain 5 credits, all units in Group I1 to obtain 26 credits and then select a minimum of one unit from Group Op to give a minimum of 39 credits in total.

Additional units in Group Ad are deemed, by industry-led working groups, as relevant to the occupation and may be used to enhance the qualification for this occupation. Learners may choose any or none of the units listed. Credit from additional units cannot be added to a pathway unless the minimum number of credit for the pathway has been attained. Learners who chose Pathway I (Natural Stone Surfacing) must not complete any units from Group Ad.

A – Mandatory core

Credit value required: Minimum 5.

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

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

Ad – Additional units for all pathways except: I – Natural stone surfacing

Learners may choose any or none of the units in Group Ad. Credit from additional units cannot be added to a pathway unless the minimum number of credit for the pathway has been attained. Learners who chose Pathway I (Natural Stone Surfacing) can not complete any units from Group Ad.

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

Op – Optional units (all pathways)

Learners must complete a minimum of one unit from Group Op.

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

P – Pathways

Learners must choose one pathway.

B – Modular pavement construction (Pathway)

Learners must complete all units in Group B1.

This group represents a pathway.

Credit value required: Minimum 35.

B1 – Mandatory units (Modular Pavement Construction)

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

C – Drainage construction (Pathway)

Learners must complete all units in Group C1.

This group represents a pathway.

Credit value required: Minimum 43.

C1 – Mandatory units (Drainage Construction)

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

D – Excavation operations (Pathway)

Learners must complete all units in Group D1.

This group represents a pathway.

Credit value required: Minimum 34.

D1 – Mandatory units (Excavation Operations)

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

M/600/6566 – Reinstating excavation and highway surfaces in the workplace

E – Flexible pavement construction (Pathway)

Learners must complete all units in Group E1.

This group represents a pathway.

Credit value required: Minimum 30.

E1 – Mandatory units (Flexible pavement construction)

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

T/600/6567 – Laying flexible pavements in the workplace

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

F – Shallow drainage installation (Pathway)

Learners must complete all units in Group F1.

This group represents a pathway.

Credit value required: Minimum 28.

F1 – Mandatory units (Shallow Drainage Installation)

D/600/7129 – Installing Street Ironwork in the Workplace

T/600/6729 – Laying Domestic Drainage in the Workplace

G – Concrete Operations (Pathway)

Learners must complete all units in Group G1.

This group represents a pathway.

Credit value required: Minimum 28.

G1 – Mandatory units (Concrete Operations)

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

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

H – Vehicle Fencing (Pathway)

Learners must complete all units in Group H1.

This group represents a pathway.

Credit value required: Minimum 28.

H1 – Mandatory units (Vehicle Fencing)

J/600/9084 – Preparing sites for fence installation in the workplace

L/600/9085 – Installing vehicle safety fencing in the workplace

I – Natural Stone Surfacing (Pathway)

Learners must complete all units in Group I1.

This group represents a pathway.

Credit value required: Minimum 26.

I1 – Mandatory units (Natural Stone Surfacing)

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

A/600/6571 – Preparing backgrounds prior to laying natural stone surfacing for footways or carriageways in the workplace

F/600/6572 – Laying natural stone surfacing for footways or carriageways 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/has 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.

Centre recognition and approval

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?

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 code:					This is the unit owner's reference number for the specified unit.
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 criteria 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 with 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)

Unit 3: 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 whilst 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 safely use and store hand tools, portable power tools and ancillary equipment <p>7.4 state the needs of other occupations and how to communicate within a team when laying kerbs and channels</p> <p>7.5 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: _____
(if sampled)

Date: _____

Unit 4: Setting out secondary dimensional work control in the workplace

Unit reference number: L/600/8101

QCF level: 2

Credit value: 8

Guided learning hours: 27

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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 			
<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 whilst working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting <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 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 lifting operation. 			

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 <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 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<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: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 5: Establishing work area protection and safety in the workplace

Unit reference number: R/600/7127

QCF level: 2

Credit value: 10

Guided learning hours: 33

Unit summary

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

Assessment requirements/evidence requirements

This unit must be assessed in a work environment 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 establishing work area protection and safety 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 endorsement:

- Own occupational area of work.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when 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 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, plans, method statement, 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 whilst 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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<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 6: 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 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, 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 whilst working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting, 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>			
<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> <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 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<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: _____ 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 for, and directing and guiding plant.</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 Organise with others the sequence and operation in which directing and guiding plant is to be carried out.</p>	<p>2.1 organise the work according to given information or instructions</p> <p>2.2 describe how to communicate ideas between team members</p> <p>2.3 organise and communicate with team members and other associated occupations</p> <p>2.4 state how to organise resources prior to and during directing and guiding plant.</p>			
<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 whilst working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting <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, 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 lifting operation. 			

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: _____

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(if sampled)

Assessment methodology

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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 whilst working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting <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 inc. 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 lifting operation. 			

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.</p> <p>Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - identify the characteristics of the 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 <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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.6 describe how to maintain the tools and equipment used to arrange and secure plant for haulage.			

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Assessment methodology

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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 whilst working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting <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 for 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 manufacturer's and suppliers information/procedures - operate, use and control - monitor and maintain - close down and secure - disassemble - transport and/or secure 			

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

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Assessment methodology

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Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the preparation for and the slinging and signalling of loads.</p>	<p>1.1 interpret and extract information from drawings, specifications, schedules, method statements and manufacturers' information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, manufacturers' information, approved procedures and Codes of Practice. 			
<p>2 Organise with others the sequence and operation in which the slinging and signalling of loads is to be carried out.</p>	<p>2.1 organise the work according to given information or instructions</p> <p>2.2 describe how to communicate ideas between team members</p> <p>2.3 organise and communicate with team members and other associated occupations</p> <p>2.4 state how to organise resources prior to and when slinging and signalling 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 whilst working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting <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 lifting operation. 			

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> <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 			

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

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Assessment methodology

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Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Comply with the relevant legal and medical requirements to drive incident support unit (ISU) vehicles.</p>	<p>1.1 identify and provide personal documentation that meets organisational and legal criteria in order to drive the allocated ISU vehicles</p> <p>1.2 confirm that the vehicle's documentation meets current legislation</p> <p>1.3 describe the legal requirements to drive relevant types of ISU vehicles, the current road licensing requirements for relevant vehicles and the process for renewing a license</p> <p>1.4 outline the fitness requirements for operatives undertaking incident support.</p>			
<p>2 Carry out pre-use inspections of allocated ISU vehicles in accordance with organisational requirements.</p>	<p>2.1 take control of an allocated ISU vehicle and identify relevant road legislative requirements for the vehicle, driver and crew</p> <p>2.2 inspect an allocated vehicle for safety, functionality and cleanliness, and rectify faults found within the limits of training received and given authority</p> <p>2.3 complete a vehicle check list and defects report</p> <p>2.4 demonstrate fault or vehicle defect reporting procedures in accordance with organisational requirements.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to prepare ISU vehicles for operational purposes.</p>	<p>3.1 describe the types of inspection routines, routine maintenance procedures, the items that are subject to inspection and what possible defects may be found</p> <p>3.2 describe preparation and ISU vehicle driving requirements from current legislation, organisational policies and procedures, Codes of Practice, guidelines on preparing and driving vehicles, the Highway Code and Health and Safety regulations</p> <p>3.3 outline the various types of ISU vehicle used within the organisation and typical applications/operations for which they may be used</p> <p>3.4 state the types of fire extinguishers relevant to ISU vehicle operations, when they should be used and for which types of fire</p> <p>3.5 list recording systems relevant to the preparation of ISU vehicles</p> <p>3.6 describe the organisational procedures to resolve and report problems and damage with relevant vehicles and the action that should be taken</p> <p>3.7 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
4 Carry out a vehicle check in accordance with organisational procedures and policies and report any defects if appropriate.	4.1 maintain operational status of the ISU vehicle 4.2 demonstrate vehicle damage reporting procedures in accordance with organisational requirements.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Ensure all necessary operational equipment for the ISU vehicle operations is present and suitable for its purpose.</p>	<p>5.1 identify personal protective equipment (PPE), safety equipment and operational tools and equipment</p> <p>5.2 complete inventory/check sheets and replenish depleted items</p> <p>5.3 describe the characteristics, quality, uses, limitations and defects associated with the operational equipment in relation to:</p> <ul style="list-style-type: none"> - cones - signs - lighting/lamps - disc cutter - whacker plate <p>5.4 describe how to maintain tools and/or portable power tools and ancillary equipment</p> <p>5.5 describe the methods in which hazards associated with operational equipment are identified, typical hazards associated with relevant equipment, how relevant operational equipment should be used and the actions that should be taken with equipment problems</p> <p>5.6 explain why and when personal protective equipment (PPE) relating to ISU vehicle operations should be used, and the types, work situations, purpose and limitations of each type.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Drive the allocated ISU vehicles during operations in accordance with good practice, legislation, Codes of Practice and organisational procedures.</p>	<p>6.1 drive in compliance with mandatory requirements in accordance with given limits of physical and mental well being</p> <p>6.2 drive within the limits of the relevant ISU vehicle during operations whilst taking into account prevailing (climatic, time, environmental) conditions</p> <p>6.3 carry out vehicle manoeuvres safely and correctly in compliance with organisational and legislative requirements</p> <p>6.4 explain the types of roads likely to be encountered during typical operations, typical prevailing conditions (climate, times and environmental), how driving may be affected by prevailing conditions and considerations that may be required</p> <p>6.5 outline the driving characteristics of relevant ISU vehicles and, when towing, the typical attachments</p> <p>6.6 describe the health and safety issues when driving and how fitness to drive may be compromised, and factors that can affect judgement, performance and decision making whilst driving</p> <p>6.7 explain how to determine and initiate proportionate, justifiable, appropriate and continued response to given operational emergency situations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.8 state why it is necessary to determine the need for visual warning devices and how they may impact upon others.			
7 Maintain records in accordance with legislation and organisational procedures.	7.1 maintain vehicle/driver records as required 7.2 complete organisational documentation 7.3 list recording systems relevant to the operation of the ISU vehicles and describe how and when to complete recording systems in accordance with organisational procedures.			

Learner name: _____ Date: _____

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Unit 12: Responding to and assisting with road-related incidents, hazards and collisions in operational circumstances

Unit reference number: F/600/6569

QCF level: 2

Credit value: 6

Guided learning hours: 20

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in responding to and assisting with road-related incidents, hazards and collisions in operational circumstances 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 responding to and assisting with road-related incidents, hazards and collisions in operational circumstances to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for assessment criteria 5.2 and 5.3.

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 Assess relevant information during operational circumstances on the incident and establish the nature of the incident.</p>	<p>1.1 gather and assess information on the nature, extent and location of the incident</p> <p>1.2 monitor and report information to support decisions on operational cover</p> <p>1.3 list the various people or organisations that may notify central control about the incident</p> <p>1.4 describe how the information from incidents is gathered, recorded, detailed, assessed and monitored and how it is used</p> <p>1.5 describe the types, causes and nature of road-related incidents, hazards and collisions that may occur</p> <p>1.6 describe what is meant by 'real time' reporting and the procedures that have to be followed.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Plan their individual actions during operations according to the nature of the incident and current policy.</p>	<p>2.1 prioritise actions in line with the nature of the incident</p> <p>2.2 ensure that the response is relevant to the nature of the incident and adheres to specified response times</p> <p>2.3 liaise with the emergency services and follow instructions ensuring compliance with company procedures</p> <p>2.4 take prompt and effective action during operations according to the nature of the incident</p> <p>2.5 state the procedures for responding to a road incident</p> <p>2.6 describe how information on the nature of typical incidents determines the actions that are necessary</p> <p>2.7 describe the reasons and implications of response times, and why and how they must be adhered to and monitored.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Communicate information on the incident to others in accordance with legislation and organisational requirements.</p>	<p>3.1 maintain communication links in accordance with laid-down procedures</p> <p>3.2 demonstrate communicating effectively and courteously during operations with both customers and responders</p> <p>3.3 communicate information in a style and format most appropriate to the situation</p> <p>3.4 demonstrate transmitting information to others during operations with due regard to precedence and sensitivity</p> <p>3.5 report details of incidents to the relevant people</p> <p>3.6 describe the responsibilities and functions of the local, regional and national traffic control centres</p> <p>3.7 describe the types of communication systems used during operations, how they operate, and how the location and nature of the incident is communicated to others</p> <p>3.8 outline the types of agency, customers, emergency services, other responders and specialists who may be involved in or deal with road-related incidents, hazards or collisions.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Provide support during operations at the incident scene in accordance with organisational procedures and policies.</p>	<p>4.1 carry out a dynamic risk assessment after securing the immediate safety of themselves</p> <p>4.2 secure and protect the incident site in accordance with prevailing (climatic, time and environmental) conditions</p> <p>4.3 seek assistance from other agencies in line with established protocols and identify any additional resources that may be required</p> <p>4.4 state the given limits of authority, support and responsibility at the incident scene, and the personal limitations in administering first aid</p> <p>4.5 describe which types of incidents have greater priority and what assistance is available from other agencies</p> <p>4.6 explain how prevailing conditions can affect the support actions required and the importance of securing the incident scene in accordance with legislation, official guidance, health and safety regulations and organisational requirements</p> <p>4.7 explain why and when personal protective equipment (PPE) and safety equipment relating to use in road incidents should be used, and the types, occupational use, work purpose, limitations and maintenance requirements of each type</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.8 describe how and when to seek additional resources, and how they are obtained, in relation to:</p> <ul style="list-style-type: none"> - traffic lights - traffic management team - lifting gear - clean up specialists - highway repair and maintenance teams - highways maintenance repair materials. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Deal with individuals in accordance with all relevant legislation and Codes of Practice.</p>	<p>5.1 identify the needs of individuals involved in the incident</p> <p>5.2 demonstrate acknowledgement and recognition of an individual's background and beliefs, respect diversity and value individual as people without discrimination</p> <p>5.3 demonstrate dealing with individuals in an appropriate manner, avoiding conflict or disagreement</p> <p>5.4 outline how to identify an individual's needs</p> <p>5.5 describe current legislation and Codes of Practice that relate to human rights, equality and diversity</p> <p>5.6 describe typical reasons and possible causes of conflict and how conflicts may be avoided and resolved</p> <p>5.7 describe potential physiological and mental reactions following typical accidents or injuries and how individuals may be helped.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Comply with relevant legislation and official guidance during operations when dealing with incidents, and ensure the health and safety of others and themselves.</p>	<p>6.1 identify and use relevant personal protective equipment</p> <p>6.2 use and store tools, portable power tools and ancillary equipment</p> <p>6.3 follow safe procedures and working practices at the scene of the incident</p> <p>6.4 state the basic requirements of relevant health and safety legislation and organisational policy in relation to dealing with incidents at the workplace or on the public highway</p> <p>6.5 describe the procedures, policies, guidelines and Codes of Practice and response and incident times for responding to, and dealing with, incidents on the public highway and the impact of the incident on the environment and road network.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Record and report incidents in accordance with organisational procedures and policies.</p>	<p>7.1 record details of the incident, complete organisational documentation on incidents and pass on to the relevant person(s)</p> <p>7.2 report on the conclusion of the incident in accordance with legislation and organisational procedures</p> <p>7.3 describe the stand-by protocols and call-out procedures relevant to the organisation</p> <p>7.4 list the types of documentation used to record incidents and describe how and when they should be completed</p> <p>7.5 state what incident durations are and how to correlate them with traffic management requirements.</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 13: Installing and removing emergency traffic management on high speed or rural and urban roads

Unit reference number: T/600/6570

QCF level: 2

Credit value: 6

Guided learning hours: 20

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing emergency traffic management on high speed or rural and urban roads 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 and removing emergency traffic management on high speed or rural and urban roads to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- high speed roads
- rural and urban roads

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 Assess the relevant information during operational circumstances on the incident and establish the nature of the incident.</p>	<p>1.1 gather and assess information on the nature, extent and location of the incident</p> <p>1.2 monitor and report information to support decisions on operational cover</p> <p>1.3 describe the organisational procedures developed to report and rectify inappropriate information, how they are implemented and the procedures to solve problems with information and why it is important they are followed</p> <p>1.4 outline the types of information used to assess incidents, their source, typical details and how they are interpreted</p> <p>1.5 describe the functions, typical locations and operations of local, regional and national traffic control centres.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Select the required quantity and quality of resources for the methods of work in implementing emergency traffic management.</p>	<p>2.1 select tools, equipment and materials associated with setting up, maintaining and removing emergency traffic management on high speed or rural and urban roads</p> <p>2.2 describe the characteristics, quality, uses, limitations and defects associated with the resources, and how defects should be rectified in relation to:</p> <ul style="list-style-type: none"> - traffic control equipment (cones, signs, lights, lamps, guards, barriers) - hand and/or powered tools and equipment <p>2.3 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>2.4 identify hazards associated with the resources and method of work and how they are overcome.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Comply with relevant legislation and official guidance when installing, maintaining and removing emergency traffic management.</p>	<p>3.1 identify risks and hazards associated with incident support operations</p> <p>3.2 use personal protective equipment (PPE) in accordance with legislation and organisational requirements during road incident support operations</p> <p>3.3 use and store tools and equipment</p> <p>3.4 demonstrate the use of appropriate methods of signalling and communication</p> <p>3.5 describe responsibilities under current legislation and official guidance and how it is applied that relates to traffic management/signs, occupational health and safety and race, diversity and human rights</p> <p>3.6 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.7 state what the accident reporting procedures are and who is responsible for making any reports</p> <p>3.8 explain why and when personal protective equipment (PPE) relating to road incident support operations should be used, and the types, purpose and limitations of each types</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Comply with organisational procedures to minimise the risk of further damage or danger at the incident scene.</p>	<p>3.9 state the types of and which communication methods are appropriate for typical incident situations.</p> <p>4.1 carry out a dynamic risk assessment after securing the immediate safety of themselves</p> <p>4.2 secure and protect the surrounding area from contamination, danger or damage</p> <p>4.3 identify setting down locations</p> <p>4.4 deal promptly with displaced or damaged equipment and other hazards in accordance with approved procedures and practices</p> <p>4.5 list typical incidents that occur on high speed or rural and urban roads, the nature of incidents and state what the summary actions are on arriving at an incident scene</p> <p>4.6 describe how to identify setting down locations, ways of protecting scenes and how to protect the scene from contamination, damage and danger</p> <p>4.7 describe how to carry out dynamic risk assessments which cover typical potential risks and hazards to the network</p> <p>4.8 outline the range and what the approved procedures and practices are for emergency traffic management.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Comply with the given information to carry out the emergency traffic management efficiently to the required specification when.</p>	<p>5.1 set out emergency traffic management on high speed roads or rural and urban roads in line with Chapter 8 of the Traffic Signs Manual or compliant procedures</p> <p>5.2 secure equipment in accordance with approved procedures and practices</p> <p>5.3 monitor and maintain all equipment ensuring it is visible, operational and appropriate</p> <p>5.4 maintain communication links in accordance with laid down procedures</p> <p>5.5 maintain the safety of others and themselves</p> <p>5.6 describe the term 'incident timeline' and the time restriction for use of emergency traffic management</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.7 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"> - carry out checks and prepare equipment to be used for emergency traffic management - communicate and agree procedure for implementing emergency traffic management - set up, maintain and remove emergency traffic management according to the relevant statutory and regulatory Codes of Practice - contain the flow of traffic and maintain safety during removal of traffic management equipment - use hand tools, power tools and ancillary equipment <p>5.8 explain the methods of implementing emergency traffic management, the term 'compliant relief measures' and what the options for complaint relief measures are, and what the potential problems are for the network as a result of the incident, including pollution and infrastructure damage/depletion</p> <p>5.9 outline when and how the maintenance of tools and equipment is carried out.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Remove the emergency traffic management in accordance with organisational procedures when.</p>	<p>6.1 dismantle and remove emergency traffic management in accordance with approved procedures</p> <p>6.2 control the flow of traffic and maintain safety of others and themselves during removal of traffic management equipment</p> <p>6.3 record and communicate the resolution of the incident and the co-ordinated removal of the emergency traffic management equipment</p> <p>6.4 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 <p>6.5 outline the methods of dismantling and removing the emergency traffic management</p> <p>6.6 describe how the flow of traffic is contained during the removal of the emergency traffic management and the responsibilities for others and themselves</p> <p>6.7 describe how to comply with the organisational procedures for incident actions and reporting protocols.</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 14: 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 whilst 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 <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 street ironwork</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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)

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 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 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 whilst 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
	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 modular pavement			
	7.6 describe how to maintain the tools and equipment used when laying modular pavement.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 16: 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 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 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 whilst 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 <p>7.4 safely use and store hand tools, portable power tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 state the needs of other occupations and how to communicate within a team when installing mains drainage systems			
	7.6 describe how to maintain the tools and equipment used when installing mains drainage systems.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 17: 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 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 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 whilst working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting <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: _____
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Assessor signature: _____
Internal verifier signature: _____
(if sampled)

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Date: _____

Unit 18: 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 criteria 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 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 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 whilst working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting <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: _____

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

Unit 19: 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 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, 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 whilst 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: _____
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Assessor signature: _____
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Unit 20: Reinstating excavation and highway surfaces in the workplace

Unit reference number: M/600/6566

QCF level: 2

Credit value: 12

Guided learning hours: 40

Unit summary

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

Assessment requirements/evidence requirements

This unit must be assessed in a work environment 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 excavation and highway surfaces 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 excavation and highway surfaces.</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 governing excavations and reinstatement work on highways. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when reinstating excavation and highway surfaces.</p>	<p>2.1 describe their responsibilities under current legislation and official guidance whilst 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 excavation and highway surfaces.</p>	<p>3.1 use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when reinstating excavation and highway surfaces</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to reinstating excavation and highway surfaces, 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 excavation and highway surfaces.</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"> - new and re-usable materials, sub-base, road-base and pavement surface - cold-lay and hot-lay bituminous materials and hot rolled asphalt - sands, jointing materials - concrete, blocks and flags - natural soil based materials - 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 reinstate excavation and highway surfaces.</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 excavation and highway surfaces.</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 excavation and highway surfaces.</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 excavation and highway surfaces to the required specification.</p>	<p>7.1 demonstrate the following work skills when reinstating excavation and highway surfaces:</p> <ul style="list-style-type: none"> - backfilling, consolidating, laying, compacting, positioning, securing and finishing <p>7.2 reinstate, to contractor's working instructions, at least one of the following excavations and highway surfaces:</p> <ul style="list-style-type: none"> - sub-grades, sub-bases, road-bases - cold lay bituminous - hot lay bituminous - concrete - modular <p>and include:</p> <ul style="list-style-type: none"> - kerbs and edge restraints - street ironwork 			

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"> - confirm the type of ground structure for reinstatement (bituminous, concrete, modular, natural) - reinstate and compact backfill, sub-grades, sub-bases, road-bases pavement base for the relevant type of ground structure - protect service apparatus and sub-structures during reinstatement - reinstate the relevant type of ground surface, pavement surface, kerbs, edge restraints and street ironwork - dispose of surplus materials - 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 reinstating excavation and highway surfaces</p> <p>7.6 describe how to maintain the tools and equipment used when reinstating excavation and highway surfaces.</p>			

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

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Date: _____

Unit 21: Laying flexible pavements in the workplace

Unit reference number: T/600/6567

QCF level: 2

Credit value: 14

Guided learning hours: 46

Unit summary

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

Assessment requirements/evidence requirements

This unit must be assessed in a work environment 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.

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 flexible pavements.</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 governing laying of flexible pavement. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when laying flexible pavements.</p>	<p>2.1 describe their responsibilities under current legislation and official guidance whilst 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 flexible pavements.</p>	<p>3.1 use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when laying flexible pavements</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to laying flexible pavements, 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 flexible pavements.</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"> - sub-base and bituminous surface materials, bitumen sealer and emulsion - hand and/or powered tools and ancillary equipment <p>4.2 select resources associated with own work in relation to materials, 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 flexible pavements.</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 flexible pavements.</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 flexible pavements.</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 flexible pavements to the required specification.</p>	<p>7.1 demonstrate the following work skills when laying flexible pavements:</p> <ul style="list-style-type: none"> - measuring, marking out, laying, spreading, rolling, compacting and finishing <p>7.2 lay flexible pavement to contractor's working instructions relating to:</p> <ul style="list-style-type: none"> - sub-base construction - bituminous surface material <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"> - prepare the area for laying of flexible pavement - assess the suitability of flexible pavement materials - lay, compact and finish sub-base and bituminous surface of the flexible pavement - 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 laying flexible pavements</p> <p>7.6 describe how to maintain the tools and equipment used when laying flexible pavements.</p>			

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

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Unit 22: 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 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 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 whilst working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting <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 23: 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 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"> - 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 whilst 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)

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Unit 24: 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 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 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 whilst working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting <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 <p>7.4 safely use and store hand tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 state the needs of other occupations and how to communicate within a team when 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 25: **Preparing sites for fence installation in the workplace**

Unit reference number: J/600/9084

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 preparing sites for fence installation 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 sites for fence installation 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 Locate and identify services and obstructions and take necessary precautions when preparing sites for fence installation.</p>	<p>1.1 use given plans, instructions and detection devices to identify and locate services:</p> <ul style="list-style-type: none"> - above ground - underground <p>1.2 excavate ground to locate services and obstructions</p> <p>1.3 use plans and instructions to identify and locate the following obstructions:</p> <ul style="list-style-type: none"> - substructures - naturally occurring <p>1.4 describe how to obtain and interpret data that can locate services and obstructions</p> <p>1.5 state types of common services and substructures likely to be encountered when preparing sites to install fences</p> <p>1.6 describe the procedures that should be followed when uncharted services or substructures are located</p> <p>1.7 state the precautions to take when shafts or hidden substructures are located</p> <p>1.8 list and describe the types of hazard that can occur when excavating for fence installation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Establish and maintain safe working environments when preparing sites for fence installation.</p>	<p>1.9 describe the procedures that should be followed if services are damaged when preparing sites.</p> <p>2.1 describe how located services should be safeguarded from damage</p> <p>2.2 implement the following safeguards that provide protection to exposed people, services and substructures:</p> <ul style="list-style-type: none"> - barriers - covers - warning indicators <p>2.3 determine clear and comprehensive warning signs that identify the presence of services and obstructions</p> <p>2.4 state the types of signs and protective barriers used within the fencing industry</p> <p>2.5 explain how and why safeguards that protect services, people and obstructions should be established</p> <p>2.6 monitor and maintain signs and protective barriers in good working order within the level of their responsibility</p> <p>2.7 describe the legal requirements which apply to the use of temporary control systems and protective barriers.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Comply with safe working practices when preparing sites for fence installation.</p>	<p>3.1 carry out preparation work safely in line with health and safety requirements</p> <p>3.2 describe the health and safety requirements that are relevant to:</p> <ul style="list-style-type: none"> - site preparation - signs and barrier erection, including permit to work schemes - manual ground works - establishing lines and levels <p>3.3 explain the legal implications associated with establishing lines and levels eg relating to footpaths, old fence lines etc</p> <p>3.4 monitor and maintain control systems and report failures which fall outside their level of responsibility</p> <p>3.5 describe the reasons for, and methods of, traffic management when working adjacent to highways and other transport systems</p> <p>3.6 explain the importance of having permit-to-work procedures</p> <p>3.7 dispose of excess waste and materials safely in accordance with the job specification</p> <p>3.8 state the legal requirements applicable to controlling waste disposal</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Prepare and maintain resources when preparing sites for fence installation.	3.9 complete work in a manner which causes minimal disturbance to the environment. 4.1 select and prepare hand tools, equipment and resources ready for use 4.2 maintain tools, equipment and resources in a clean and serviceable condition throughout ground preparation work 4.3 safely remove and store signs and protective barriers after use 4.4 describe typical storage requirements of signs and protective barriers.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Manually modify ground levels that conform to the required specification when preparing sites for fence installation.</p>	<p>5.1 obtain and interpret relevant fencing specifications</p> <p>5.2 describe the techniques used to contour ground levels to conform to fence design</p> <p>5.3 modify ground that conforms with the required specification, following recommended working practices and using the following methods, :</p> <ul style="list-style-type: none"> - excavating - filling - levelling - grading <p>5.4 describe different ground types, their characteristics and the methods that can be used to reinstate ground</p> <p>5.5 demonstrate how to deal with any difficulties experienced during ground work within their level of responsibility.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Establish lines and levels when preparing sites for fence installation in accordance with the given specification.</p>	<p>6.1 determine lines and levels accurately using:</p> <ul style="list-style-type: none"> - string lines - profiles - reference points - tapes and spirit levels - visual sightings <p>6.2 determine the following lines, in accordance with given specifications, to form:</p> <ul style="list-style-type: none"> - straight lines - right angles - simple curves <p>6.3 describe the methods that can be used to:</p> <ul style="list-style-type: none"> - transfer levels - mark out using lines, pegs and markers - mark and set profiles and pegs - protect reference points from movement - establish angles - establish reference points - form simple curves using the radius of a circle <p>6.4 explain the reasons for establishing reference points</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.5 provide protection for established lines and levels. 6.6 identify and report any significant variations and/or discrepancies between specified and actual dimensional information 6.7 describe the possible causes of variations between specified and actual dimensional information.			

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

Unit 26: Installing vehicle safety fencing in the workplace

Unit reference number: L/600/9085

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing vehicle safety fencing 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 vehicle safety fencing 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 Comply with safe working practices when installing vehicle safety fencing.</p>	<p>1.1 carry out installation work safely in accordance with health and safety requirements</p> <p>1.2 describe the relevant parts of current specifications for Highway Works applicable to the work to be carried out</p> <p>1.3 describe the health and safety requirements that are relevant to:</p> <ul style="list-style-type: none"> - excavation work including the legal restrictions on power tool use - the placing and positioning of posts - the placing and fixing of fencing components <p>1.4 demonstrate how to deal with any difficulties experienced during the work within their level of responsibility</p> <p>1.5 complete work in a manner which causes minimal disturbance to the environment</p> <p>1.6 dispose of waste and excess materials safely to minimise environmental risk in accordance with the job specification and legal requirements</p> <p>1.7 describe the environmental issues relating to the disposal of waste and surplus concrete</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Prepare and maintain resources when installing vehicle safety fencing.	2.1 select and prepare tools, equipment and resources ready for use 2.2 maintain tools, equipment and resources in a clean and serviceable condition throughout post installation.			
3 Excavate and form foundations to install vehicle safety fencing.	3.1 obtain and interpret relevant fencing specifications. 3.2 state the types of equipment that can be used to excavate post holes and strip trenches 3.3 excavate ground to the required specification, in line with recommended working practices 3.4 describe the materials and ratios used when forming concrete 3.5 place concrete and compact to form for foundation strengths, sizes, profiles and finishes 3.6 describe the methods and/or techniques used to: <ul style="list-style-type: none"> - mix, place, compact, finish and cure concrete - form pockets in concrete for future fixing - cast-in fixing items 3.7 determine provision to support the future installation of posts in relation to: <ul style="list-style-type: none"> - excavations - anchorage 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.8 describe how and when excavations should be supported</p> <p>3.9 describe how and when temporary supports should be used to support excavations.</p>			
<p>4 Place and fix posts and components when installing vehicle safety fencing.</p>	<p>4.1 obtain the specified type, material, quality and grade of safety fencing materials</p> <p>4.2 position and fix posts at the specified line, level and angle, in line with recommended working practices, by:</p> <ul style="list-style-type: none"> - driving - bolting - casting - socketing <p>4.3 describe the methods used to:</p> <ul style="list-style-type: none"> - handle and position posts - provide temporary supports to posts set in concrete - align and level posts - set posts to allow for tensioning <p>4.4 state the reasons for setting posts to allow for tensioning, and the precautions to take to avoid distortion during the tensioning process</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Place and fix vehicle safety fencing.	<p>4.5 position and securely fix the following components and anchor points, to the required specification, in line with recommended working practices:</p> <ul style="list-style-type: none"> - posts - surface mounted anchors - post extensions - reinforcement rings - fastenings <p>4.6 state the components used in relation to vehicle safety fencing and their uses</p> <p>4.7 describe the factors that affect the positioning and the method used to fix posts and components</p> <p>4.8 state the different types of backfill and the methods of consolidation.</p> <p>5.1 obtain the specified type, material, quality and grade of safety fencing components</p> <p>5.2 describe the different types and applications of fencing materials</p> <p>5.3 describe the different types and construction of typical vehicle safety fencing systems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.4 assemble components to form safety fencing to meet the required specification, in line with recommended working practices, using three of the following methods:</p> <ul style="list-style-type: none"> - positioning preformed beams and posts - jointing - fastenings - positioning wire rope to posts <p>5.5 describe the methods used to:</p> <ul style="list-style-type: none"> - assemble fencing and fencing components - fix fence materials to posts <p>5.6 describe the safeguards to be taken when fixing fencing materials</p> <p>5.7 position, tension and securely fix assembled components at the specified line and level, in line with recommended working practices, using one of the following systems mechanisms:</p> <ul style="list-style-type: none"> - UCB, TCB, OBB, DROBB systems - RHS systems - wire rope systems <p>5.8 describe the different types of protective finish used when installing vehicle safety fencing</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.9 maintain the integrity of protective finishes during fixing 5.10 describe the reasons for, and the methods used, to: <ul style="list-style-type: none"> - maintain integrity of protective finishes - tension fencing materials 5.11 explain the precautions that should be taken to avoid distortions to fencing/fencing materials.			

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

Unit 27: Preparing backgrounds prior to laying natural stone surfacing for footways or carriageways in the workplace

Unit reference number: A/600/6571

QCF level: 2

Credit value: 8

Guided learning hours: 26

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing backgrounds for natural stone surfacing 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 backgrounds for natural stone surfacing to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- footways
- carriageways.

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 preparing backgrounds for natural stone surfacing.</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 current regulations. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when preparing backgrounds for natural stone surfacing.</p>	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting <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 backgrounds for natural stone surfacing.</p>	<p>3.1 use personal protective equipment (PPE) and lifting equipment safely to carry out the activity in accordance with legislation and organisational requirements when preparing backgrounds for natural stone surfacing</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to preparing backgrounds for natural stone surfacing, 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 prepare backgrounds for natural stone surfacing.</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"> - protection materials - signs, lights, guarding and lifting equipment - arisings - blinding, sub-bases, road-bases - drainage materials, service ducts - edge restraint - 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 prepare backgrounds for natural stone surfacing.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when preparing backgrounds for natural stone surfacing.</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 preparing backgrounds for natural stone surfacing.</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 prepare backgrounds for natural stone surfacing to the required specification.</p>	<p>7.1 demonstrate the following work skills when preparing backgrounds for natural stone surfacing:</p> <ul style="list-style-type: none"> - measuring, marking out, locating, protecting, trimming, levelling, draining, placing and securing <p>7.2 prepare backgrounds for natural stone surfacing for footways or carriageways, to given working instructions, relating to:</p> <ul style="list-style-type: none"> - site preparation - earthworks - drainage duct installation - edge restraint - pavement construction 			

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"> - locate and protect services - recover and set aside ironwork - excavate existing surfaces - load and/or stockpile arising, grading to size as necessary - excavate to line and level and prepare formation to tolerances - install drainage/service duct - level, spread and compact road-base and/or sub-bases as applicable - install base for edge restraint - use hand tools, power tools and equipment - use lifting 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 preparing backgrounds for natural stone surfacing</p> <p>7.6 describe how to maintain the tools and equipment used when preparing backgrounds for natural stone surfacing.</p>			

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

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

Unit 28: Laying natural stone surfacing for footways or carriageways in the workplace

Unit reference number: F/600/6572

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 laying natural stone surfacing 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 natural stone surfacing to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- setts and cubes
- flags.

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 natural stone surfacing.</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 current regulations. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when laying natural stone surfacing.</p>	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting <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 natural stone surfacing.</p>	<p>3.1 use personal protective equipment (PPE) and lifting equipment safely to carry out the activity in accordance with legislation and organisational requirements when laying natural stone surfacing</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to laying natural stone surfacing, 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 natural stone surfacing.</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"> - blinding, bedding materials, jointing materials, ironwork - edgings, setts, cubes, flags - cement, grout, bonding agents, additives - 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 lay natural stone surfacing.</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 natural stone surfacing.</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 natural stone surfacing.</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 natural stone surfacing to the required specification.</p>	<p>7.1 demonstrate the following work skills when laying natural stone surfacing:</p> <ul style="list-style-type: none"> - protecting, measuring, marking out, grading, trimming, levelling, aligning, mixing, relocating, cutting, securing, compacting, jointing, curing and cleaning <p>7.2 lay natural stone setts and cubes or flags as natural stone surfacing to footways or carriageways to given working instructions by:</p> <ul style="list-style-type: none"> - preparing to lay natural stone surfacing, including bedding, edge restraint, ironwork and joints - handling and laying natural stone setts and cubes or flags to specified pattern - completing natural stone surfacing and making good 			

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"> - trim formation to tolerances - handle and lay edge restraint to line and level - relocate and secure ironwork to line and level - position construction and movement joints - apply bonding agents if applicable - spread and level bedding materials - lay natural stone setts and cubes or flags to tolerances and specified patterns - prepare joints - prepare and place jointing materials - clean, cure and protect pavement construction - prepare for testing as applicable - use hand tools, power tools and equipment - use lifting equipment <p>7.4 safely use and store hand tools, portable power tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 state the needs of other occupations and how to communicate within a team when laying natural stone surfacing			
	7.6 describe how to maintain the tools and equipment used when laying natural stone surfacing.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

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					Please refer to www.edexcel.com
5			Edexcel BTEC Level 5 HN Diploma in Construction		Please refer to www.edexcel.com
4			Edexcel BTEC Level 4 HN Certificate in Construction		Please refer to www.edexcel.com
3		Edexcel Level 3 Diploma in Construction and the Built Environment	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma Extended Diploma in Construction and the Built Environment	Edexcel BTEC Level 3 Award, Extended Certificate and Diploma in Construction and the Built Environment	Please refer to www.edexcel.com

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification / professional	NVQ/ competence
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)	Please refer to www.edexcel.com
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	Please refer to www.edexcel.com
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 process 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

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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 Assessment Strategy is being updated by ConstructionSkills. The updated version will appear in the final version of this document. Meanwhile, the current Assessment Strategy may be found on the Edexcel website.

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