



**GQA Level 2 NVQ Certificate in Road Building and  
Maintenance (Construction)**

**Qualification Number 610/6655/2**



# PERSONAL COMPETENCE SUMMARY

Name			Company/Centre			
Job Title			GQA Registration Number			
<b>Qualification Mandatory Units</b>						
Unit ref	GQA unit ref	Unit title	Level	Credit value	ASSESSOR SIGNATURE	DATE
<b>Mandatory units – ALL PATHWAYS all units are mandatory</b>						
M/651/2360	641v2	Conforming to general health, safety and welfare in the workplace	1	2		
R/651/3794	642v2	Conforming to general health, safety and welfare in the workplace	2	3		
<b>Pathway 1 – Manual Road Building – Flexible Pavement Construction all units are mandatory</b>						
T/651/3795	643v2	Moving, handling and storing resources in the workplace	2	5		
T/651/8349	375v3	Laying flexible pavement materials in the workplace	2	14		
D/651/8350	401v2	Setting out secondary dimensional work control in the workplace	2	7		
<b>Pathway 2 – Modular Pavement Construction all units are mandatory</b>						
D/651/8350	401v2	Setting out secondary dimensional work control in the workplace	2	7		
M/651/8356	367v3	Laying modular pavement in the workplace	2	14		
J/508/3952	C122	Preparing and operating powered units, tools or pedestrian plant, machinery or equipment in the workplace	2	7		
<b>Pathway 3 – Laying kerbs and channels all units are mandatory</b>						
T/651/3795	643v2	Moving, handling and storing resources in the workplace	2	5		
R/651/8357	368v3	Laying preformed kerbs and channels in the workplace	2	14		
D/651/8350	401v2	Setting out secondary dimensional work in the workplace	2	7		
<b>Pathway 4 – Excavation and reinstatement all units are mandatory</b>						
T/651/3795	643v2	Moving, handling and storing resources in the workplace	2	5		
F/651/8351	373v3	Forming and finishing excavations manually in the workplace	2	10		

H/651/8352	374v3	Reinstating trenches in paved surfaces in the workplace	2	12		
Unit ref	GQA unit ref	Unit title	Level	Credit value	ASSESSOR SIGNATURE	DATE
<b>Pathway 5 – Excavation all units are mandatory</b>						
T/651/3795	643v2	Moving, handling and storing resources in the workplace	2	5		
F/651/8351	373v3	Forming and finishing excavations manually in the workplace	2	10		
<b>Pathway 6 –Manual reinstatement all units are mandatory</b>						
T/651/3795	643v2	Moving, handling and storing resources in the workplace	2	5		
H/651/8352	374v3	Reinstating trenches in paved surfaces in the workplace	2	12		
<b>Pathway 7 –Locate and excavate utilities all units are mandatory</b>						
T/651/3795	643v2	Moving, handling and storing resources in the workplace	2	5		
Y/651/8033	372v3	Identifying and marking the location of utilities apparatus and sub-structures in the workplace	2	12		
R/651/8348	782v1	Locating and excavating to expose buried utility services in the workplace	2	13		
<b>Pathway 8 –Manual – street ironworks all units are mandatory</b>						
T/651/3795	643v2	Moving, handling and storing resources in the workplace	2	5		
J/651/8353	366v3	Installing street ironworks in the workplace ( metal, plastic, concrete and composite materials)	2	9		
<b>Pathway 9 –Manual – Road maintenance – Maintenance response team operations all units are mandatory</b>						
K/651/8345	536v4	Preparing maintenance response teams' vehicles	2	6		
L/651/8346	537v4	Responding to and assisting with road related incidents in operational circumstances	2	9		
M/651/8347	538v5	Installing and removing emergency temporary traffic management on motorways, high speed dual carriageways or rural and urban roads	2	8		
<b>Pathway 10 –Manual – Road maintenance – Vehicle fencing all units are mandatory</b>						
K/651/8354	Fe8	Excavate, prepare and form foundations for vehicle restraint systems	2	5		
L/651/8355	Fe9	Place and fix vehicle restraints	2	12		
<b>Pathway 11 –Manual – Road maintenance – Plant – Road sweeping (machine) all units are mandatory</b>						
J/651/8344	761v2	Preparing and operating plant or machinery to sweep, clean or clear the workplace	2	13		

RELIABLE EVIDENCE: The forms of evidence available include (mark as appropriate)

- |                              |                          |                         |                          |
|------------------------------|--------------------------|-------------------------|--------------------------|
| Observation in the workplace | <input type="checkbox"/> | Assessment of knowledge | <input type="checkbox"/> |
| Professional discussions     | <input type="checkbox"/> | Witness statement(s)    | <input type="checkbox"/> |
| Video recordings             | <input type="checkbox"/> | Photographic evidence   | <input type="checkbox"/> |
| Work records                 | <input type="checkbox"/> |                         |                          |



**Declaration of Authenticity and Assessment Compliance**

By signing below, both the Candidate and the Assessor confirm that all evidence submitted is authentic and has been produced by the candidate. They also confirm that the assessments have been conducted in accordance with the Qualification Assessment Strategy.

Details of each assessment and the supporting evidence must be clearly recorded.

	<b>Name and Signature</b>	<b>Date</b>
Candidate		
Lead Assessor		
Internal Verifier		
EQA		

# Introduction to the Qualification

## Who is this qualification for?

The GQA Level 2 NVQ Certificate in Roadbuilding and Maintenance is designed for individuals working as construction operatives in the roadbuilding sector who want to demonstrate their competence in this sector. This qualification develops the skills and knowledge required for roles such as highways maintenance operative, road worker, and surface dressing and marking operative. Learners will gain competence in operating a variety of machinery and plant safely and effectively, adapting to specific site conditions and performing tasks to industry standards. This qualification is aimed at professionals who is a:

- Highway maintenance operative
- Road worker
- Installer of street ironwork
- Vehicle maintenance responder
- Road sweeper

## What does it cover?

Candidates will be assessed on their ability to:

- Carrying out work following all required health and safety procedures
- Carrying out their role to meet the requirements of set standards
- Conform to productive working practices

## – Assessors

–

All assessors must:

- Be competent in the pathways that they will be assessing candidates against. Assessor will need to demonstrate their experience for each of the pathways in this qualification that they will be assessing. Candidates on.
- Hold a relevant national Assessor qualification (e.g. Level 3 Certificate in Assessing Vocational Achievement).

## • Qualification Structure

- This is a Level 2 qualification that is made up of pathways, all units in the pathways are mandatory, although some units may be set at different levels depending on their complexity.

<b>Mandatory units All Pathways</b>			
<b>Unit Ref</b>	<b>Unit title</b>	<b>Level</b>	<b>Credit</b>
M/651/2360	Conforming to general health, safety and welfare in the workplace	1	2
641v2			
R/651/3794	Conforming to productive working practices in the workplace	2	3
642v2			
<b>Pathway 1 – Manual Road Building – Flexible Pavement Construction all units are mandatory</b>			
T/651/3795	Moving, handling and storing resources in the workplace	2	5
643v2			
D/651/8350	Setting out secondary dimensional work control in the workplace	2	7
401v2			
T/651/8349	Laying flexible pavements materials in the workplace	2	14
375v3			
<b>Pathway 2 – Modular Pavement Construction all units are mandatory</b>			
M/651/8356	Laying modular pavement in the workplace	2	14
367v3			
J/508/3952	Preparing and operating powered units, tools or pedestrian plant, machinery or equipment in the workplace	2	7
C122			
D/651/8350	Setting out secondary dimensional work control in the workplace	2	7
401v2			
<b>Pathway 3 – Laying kerbs and channels all units are mandatory</b>			
T/651/3795	Moving, handling and storing resources in the workplace	2	5
643v2			
R/651/8357	Laying preformed kerbs and channels in the workplace	2	14
368v3			
D/651/8350	Setting out secondary dimensional work control in the workplace	2	7
401v2			
<b>Pathway 4 – Excavation and reinstatement all units are mandatory</b>			
T/651/3795	Moving, handling and storing resources in the workplace	2	5
643v2			
F/651/8351	Forming and finishing excavations manually in the workplace	2	10
373v3			
H/651/8352	Reinstating trenches in paved surfaces in the workplace	2	12
374v3			
<b>Pathway 5 – Excavation all units are mandatory</b>			
T/651/3795	Moving, handling and storing resources in the workplace	2	5
643v2			
F/651/8351	Forming and finishing excavations manually in the workplace	2	10
373v3			

<b>Pathway 6 – Manual reinstatement all units are mandatory</b>			
T/651/3795	Moving, handling and storing resources in the workplace	2	5
643v2			
H/651/8352	Reinstating trenches in paved surfaces in the workplace	2	12
374v3			
<b>Pathway 7 –Locate and excavate utilities all units are mandatory</b>			
T/651/3795	Moving, handling and storing resources in the workplace	2	5
643v2			
Y/651/8033	Identifying and marking the location of utilities apparatus and sub-structure in the workplace	2	12
372v3			
R/651/8348	Locating and excavating to expose buried utility services in the workplace	2	13
782v1			
<b>Pathway 8 –Manual – street ironworks all units are mandatory</b>			
T/651/3795	Moving, handling and storing resources in the workplace	2	5
643v2			
J/651/8353	Installing street ironwork in the workplace ( metal, plastic, concrete and composite materials	2	9
366v3			
<b>Pathway 9 –Manual – Road maintenance – Maintenance response team operations all units are mandatory</b>			
K/651/8345	Preparing maintenance response teams’ vehicles	2	6
536v4			
L/651/8346	Responding to and assisting with road-related incidents in operational circumstances	2	9
537v4			
M/651/8347	Installing and removing emergency temporary traffic management on motorways, high speed dual carriageways or rural and urban roads	2	8
538v5			
<b>Pathway 10 –Manual – Road maintenance – Vehicle fencing all units are mandatory</b>			
K/651/8354	Excavate, prepare and form foundations for vehicle restraint systems	2	5
Fe8			
L/651/8355	Place and fix vehicle restraints	2	12
Fe9			
<b>Pathway 11 –Manual – Road maintenance – Plant – Road sweeping (machine) all units are mandatory</b>			
J/651/8344	Preparing and operating plant or machinery to sweep, clean or clear in the workplace	2	13
761v2			

### What is required from candidates?

To successfully achieve this qualification, individuals must complete both of the mandatory units within this qualification as well as all of the units in at least one of the 11 different pathways, to achieve this qualification.

The qualification carries a **minimum credit value of 18 credits**, reflecting the scope of knowledge and practical skills involved in this type of work. The **minimum Total Qualification Time (TQT) is 180 hours**, with **105 hours** allocated to **Guided Learning**, where candidates receive direct instruction or supervision.

## Assessment Guidance:

Evidence should show that candidates have completed all of the learning outcomes for each unit being taken.

### Types of evidence:

Evidence of knowledge is required to achieve this qualification and can be demonstrated through a variety of methods. These may include responses to oral or written questions, assignments, or professional discussions that explore the candidate's understanding of key concepts and procedures.

In addition to demonstrating underpinning knowledge, candidates will also be assessed through practical activities. These assessments are designed to confirm that the candidate can apply their skills effectively in the workplace.

Examples of practical assessment may include:

- Carrying out the work following relevant safety procedures and practices
- Moving, handling and storing resources safely
- Carrying out their role in accordance with set work practices and standards to meet quality
- Completing all required documentation throughout the work process

Both knowledge and practical assessments are required to be completed in accordance with the qualification's requirements to ensure the candidate can demonstrate their level of competence in all aspects of the installation of personal fall protection systems.

Suggested sources of evidence are shown above; these can be supplemented by workplace documentation, for example:

Risk assessments / Method statements	Notes and memos
Job records	Telephone/e-mail records
Training record	Customer and colleague feedback
Audio evidence	Records of equipment and materials
Witness testimonies	Work records
Photographic/ video evidence	

**Please note that photocopied or downloaded documents, such as manufacturers' or industry guidance, H&S policies, Risk Assessments, etc., are not normally acceptable evidence for GQAs' qualifications unless accompanied by a record of a professional discussion or assessor statement confirming candidate knowledge of the subject. If you are in any doubt about the validity of evidence, please contact your GQA EQA.**

# GQA Qualification Implementation Requirements covering Centre Approval, Candidate Assessment and ongoing Quality Assurance

This document indicates the requirements of Approved Centres delivering GQA qualifications and / or units of credit.

## 1. Ensuring fair and accessible assessment

All candidates must have equal access to fair and valid assessment. This may involve making reasonable adjustments to standard assessment methods for candidates who have specific needs or particular assessment requirements. Assessment should be flexible enough to accommodate different working patterns, so that no candidate is disadvantaged by the structure or timing of the assessment. For example, if a candidate is unable to provide oral or written responses due to a specific need, they may be permitted to use their usual method of communication—such as assistive technology or alternative formats—as an appropriate substitute

All reasonable adjustments must be approved by GQA before implementation using the Request for Candidate Reasonable Adjustment process.

## 2. Recognised/Approved Assessment Centres

2.1 Individual centres must be approved by GQA to offer specific qualifications and/or units of credit. A centre may be a single organisation or a partnership of two or more organisations. It may operate at a single location or have satellites. The Centre Approval process is carried out by a GQA approved EQA who will assess the organisation's suitability to become a GQA Approved Centre. Each Centre must maintain a centre file, either digitally or paper-based, which should contain all information, policies and procedures relating to the delivery of GQA's Qualifications.

It is important to be clear about what the steps in the assessment process are:

1. Plan evidence collection and opportunities for assessment
2. Collect evidence
3. Judge evidence
4. Determine whether sufficient evidence has been presented
5. Make an assessment decision and give feedback to the candidate

**NB Any deviation from the normal assessment process must be approved by a GQA EQA**

## 2.2 Assessors and Internal Quality Assurers' requirements for working on GQA's Qualifications

### – Assessors

All assessors must:

- Be competent in the various working practices in the qualification pathways that they will be assessing
- Hold a relevant national Assessor qualification (e.g. Level 3 Certificate in Assessing Vocational Achievement).

## 2.2 Assessors and Verifiers

- **Internal Quality Assurers (IQAs)**

Internal Verifiers are responsible for maintaining the quality and consistency of assessment within a centre. They must:

- Have an awareness of the occupational area and work practices.
- Hold the national Internal Quality Assurer qualification (e.g. Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice).

- **External Quality Assurers (EQAs)**

EQAs ensure standardisation and consistency of assessment across:

- Centres
- Qualifications and units of credit
- Duration of qualifications

EQAs must:

- Have a relevant or related occupational background.
- Be competent in external quality assurance.
- Hold the national EQA qualification (e.g. Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice).

GQA is responsible for the approval and licensing of all individuals involved in the assessment and verification of its qualifications and units of credit.

- **Provisional Licensing**

Individuals who are working towards the Assessor or Internal Verifier qualifications may be granted a provisional licence. However:

- A fully qualified and GQA licensed assessor must confirm their assessment decisions
- Internal quality assurance decisions must be confirmed by a fully qualified and GQA licenced Internal Quality Assurer.
- The confirming individual must not hold a dual role (e.g. assessor and verifier) for the same candidate.

- **Continuing Professional Development (CPD)**

All GQA-approved Assessors and Internal Quality Assurers must:

- Complete a minimum of two significant CPD activities annually in both:
  - Their occupational area
  - Assessment and verification practice
- Maintain reflective CPD records, which must be made available to GQA External Quality Assurers for review when requested.
-

## Centre Approval, Monitoring Reviews and External Quality Assurance

- **Centre Recognition and Approval Process**

The centre recognition and approval process marks the beginning of a key phase in GQA's quality assurance system. It ensures that centres are capable of delivering GQA's qualifications and/or units of credit to the required standards.

- **Initial Approval**

- The process begins with a review by a GQA External Quality Assurer (EQA), who will evaluate the centre's policies and procedures and their capability and capacity to deliver qualifications effectively to the required.
- Centres must meet the relevant regulatory authority criteria before approval is granted.
- Ongoing compliance will be monitored through regular EQA visits, which are recommended to be carried out at least every six months. For new centres, this may initially be once a quarter.

- **Multi-Site**

- Centres operating across multiple sites may be subject to quarterly or more frequent EQA reviews.
- This ensures that all locations meet national standards consistently.

- **Supporting Small Companies and Young Workers**

GQA Qualifications is committed to ensuring that small companies and young workers are not disadvantaged by barriers in assessment or internal quality assurance. In such cases:

- GQA will apply enhanced quality assurance procedures to maintain the credibility and rigour of competence outcomes.
- These procedures ensure that qualifications remain valid and respected within the occupational sector.

- **Enhanced Quality Assurance Measures**

To ensure consistency and reliability of assessment and verification, the following measures will be applied:

- High-level sampling of assessment decisions
  - In some cases, EQAs may visit each assessment location and individual candidates, especially where candidates are dispersed across small companies or government-funded programmes.
- Detailed scrutiny of assessment plans, materials, and records
  - EQAs will review the quality and relevance of documentation used in assessment.
- Targeted centre guidance for SMEs and partnerships
  - Guidance will support the successful implementation of qualifications, including expectations for valid, authentic, and transferable evidence.
- Compliance with assessment strategies and codes of practice
  - Centres must follow all applicable requirements to maintain approval.

- Identification and sharing of good practice
  - GQA will highlight examples of effective delivery and assessment to support continuous improvement across centres.

### 3. Qualification / Unit of Credit Candidates

- **Registration**

- All candidates must be registered with a GQA-recognised or approved centre.
- The centre is responsible for maintaining accurate personal details for each candidate, which may be required for external audits and quality assurance purposes.

- **Assessment Preparation and Support**

The centre will:

- Provide candidates with advice and guidance on how to prepare for their assessments.
- Assign a qualified assessor who will evaluate the candidate's ability to meet the requirements of the relevant qualification or unit of credit.

- **Candidate Responsibilities**

It is the candidate's responsibility to demonstrate competence. To do this, they must:

- Consistently meet all assessment criteria for the qualification or unit of credit.
- Provide workplace evidence showing they can perform competently in all required contexts.
- Demonstrate knowledge and understanding, even in areas where direct workplace evidence is not available.

### 4. Evidence Requirements

Candidates must submit quality evidence in a format that enables:

- The Assessor to make a valid and reliable judgement.
- The Internal Verifier to audit and verify the Assessor's decision.

Evidence must be:

- **Valid** – directly related to the criteria
- **Authentic** – clearly the candidate's own work
- **Sufficient** – enough to fully meet the criteria
- **Current** – reflects recent performance

It is therefore critical that quality evidence is provided in a format to allow the Assessor to make a decision and for the Internal Quality Assurer to audit/verify their decisions.

## 5. Awarding Qualifications and Unit of Credit

A qualification or unit of credit is awarded when a candidate has successfully achieved all the required outcomes as defined in the qualification structure.

- **Qualification Structure**

- Each qualification outlines a specific combination of units that must be completed.
- Candidates may also be awarded Certificates of Unit Credit for achieving one or more individual units, even if the full qualification is not yet completed.

- **Evidence requirements**

Assessment is based primarily on performance evidence—what the candidate can do—rather than solely on what they know.

- Each qualification or unit of credit includes:
  - Assessment criteria that define the required skills and knowledge.
  - Contextual requirements that specify where and how competence must be demonstrated.

- **Assessor's Role**

Assessors are responsible for:

- Judging each item of evidence against the qualification or unit requirements.
- Ensuring that evidence is:
  - **Authentic** – produced by the candidate
  - **Relevant** – meets the criteria
  - **Tailored** – aligns with the required work setting
  - **Knowledge-based** – demonstrates understanding where direct performance evidence is not available

GQA recommends a holistic approach to assessment, where evidence is judged across multiple criteria and units, rather than collecting separate items for each criterion. This avoids unnecessary duplication and supports more efficient and meaningful assessment.

When assessing a candidate's evidence, the assessor must make a judgment about its quality and relevance. Each item of evidence should be evaluated to determine whether it is:

- **Authentic** – genuinely produced by the candidate.
- **Valid** – meets the specific criteria set out in the qualification or unit.
- **Tailored** – relates appropriately to the working environment defined within the qualification.
- **Knowledge-based** – demonstrates that the candidate possesses the necessary underpinning knowledge.

In addition to evaluating individual pieces of evidence, the assessor must also consider the overall picture of the candidate's level of competence. This involves reviewing all available evidence to decide whether:

- The evidence covers all required learning outcomes and assessment criteria.
- The candidate has shown **consistency** in their performance across different tasks and over time.
- There is **sufficient evidence** to confidently infer that the candidate is competent.

The candidate's competence is judged using one of three outcomes:

- **Yes** – the candidate is competent.
- **No** – the candidate is not yet competent.
- **Insufficient evidence** – more evidence is needed before a decision can be made.

Practical assessment plays a key role in confirming competence. This may include observing the candidate working safely, referring to relevant documentation and adhering to set working practices and procedures, following health and safety procedures, or completing quality checks. These activities should reflect real working conditions and demonstrate the candidate's ability to apply their skills reliably.

Consistency is a critical factor. It means the candidate can perform to the required standard not just once, but repeatedly, across a range of tasks and situations relevant to their role. Assessors must use their professional judgement to determine whether the evidence reflects sustained performance over a suitable period. Evidence gathered from a single assessment visit on its own is unlikely to be sufficient to confirm consistency.

### **Understanding Performance Evidence in Assessment**

Performance evidence is the proof that a candidate can meet the required standards in practice. This can take two main forms:

- **Product Evidence:** This is the tangible output that the candidate produces during their work. Examples include completed installations, documentation, or reports. These products can be physically inspected, and the candidate may be asked questions about how they were created or why certain decisions were made.
- **Process Evidence:** This focuses on *how* the candidate achieves the outcome. It involves observing the candidate in action — for example, how they check the quality of their work, follow safety procedures, or handle customer complaints. This type of evidence helps assessors understand the candidate's approach and decision-making in real-time.

To make a fair and objective judgement, the assessor must determine whether there is sufficient evidence to show that the candidate can consistently meet the standards set out in the qualification or unit. This includes judging that the evidence:

- Covers all of the required performance outcomes.
- Demonstrates consistent and competent performance.
- Is adequate to support a reliable judgement of competence.

Performance evidence will usually support multiple outcomes across different units. Therefore, the assessor needs to plan evidence collection effectively, focusing on activities that naturally align with the requirements of the qualification. Assessors should look for opportunities in the candidate's normal work routine to plan a holistic assessment in order to gather evidence that applies to several units at once.

There are different sources of performance evidence:

- **Naturally Occurring Evidence:** This is produced during the candidate's regular work activities. It is typically high-quality, reliable, and cost-effective to collect.
- **Prior Achievement:** Candidates may present evidence from previous roles or experiences. This can be accepted if the assessor is confident that it still reflects current competence and meets the required standards.
- **Simulated Evidence:** This is generated in controlled or artificial scenarios designed to replicate real-life situations. While simulation is generally not accepted, it may be used in specific cases where real-world evidence is impractical to obtain — such as:
  - Responding to emergencies
  - Handling accidents
  - Performing certain procedures that cannot be safely or realistically carried out in the workplace

Consistency is key. The candidate must demonstrate that they can perform to the required standard reliably over time and across different situations. Evidence from a single assessment visit on its own is unlikely to be enough to confirm this. Assessors must use their professional judgement to determine whether the evidence reflects sustained and repeatable performance.

**NB: It is not always possible or feasible to collect naturally occurring evidence. It is likely that some simulation may be needed, when it may take too long to wait for the evidence to arise e.g. it may be an aspect of performance which occurs infrequently. An example of this may be evidence of how to deal with emergencies i.e. it makes sense to look for evidence from sources other than naturally occurring ones, rather than for, say, waiting for the building to burn down. Centres must obtain GQA EQA approval prior to the use of simulation.**

#### **Knowledge Evidence in Assessment**

Competence requires more than just performing tasks correctly — it also involves understanding *how* and *why* those tasks are carried out. While performance evidence shows what a candidate can do, it does not always demonstrate the depth of their knowledge or understanding of the process behind their actions.

Each qualification or unit outlines the specific knowledge a candidate must apply to perform a task competently. In some cases, performance evidence may suggest that the candidate understands the process — for example, through the choices they make or the methods they use. However, if this is not clear, or if the assessor is unsure, it may be necessary to assess the candidate's knowledge separately.

A separate knowledge assessment can be carried out through:

- Oral questioning
- Written tests or assignments
- Professional discussions

These methods help confirm that the candidate understands the principles, procedures, and reasoning behind their actions. Assessors must ensure that these assessments are appropriate for the candidate's role and provide sufficient coverage of the required knowledge.

Knowledge evidence should be used to support performance evidence — not replace it. It helps assessors judge the quality and reliability of the candidate’s practical work, but it cannot be used on its own to confirm competence. All knowledge evidence must be auditable and verifiable, meaning it should be clearly recorded and traceable for review.

**NB: These Qualification implementation guidelines are generic across the full range of GQA qualifications. Further guidance on acceptable evidence on each qualification will be found in the Introduction to the Qualification section of the candidate booklet**

# Candidate Declaration

Candidate's name	
Assessor's name	
Centre Name	

## Candidate Acknowledgement

I confirm that I have received a copy of the GQA Qualification Booklet or have been made aware of this information in my digital e-portfolio. I understand that the unit structure outlines which units must be completed to achieve the qualification, and that each unit contains specific requirements I must meet.

I recognise my role in working with my assessor in preparing for and planning assessments. With guidance from my Assessor, I will take responsibility for collecting and recording relevant evidence to support my progress.

I have been informed of the appeals process and understand that I have the right to appeal any part of the assessment if I believe it has not been conducted fairly.

I also acknowledge that all assessments will be carried out in accordance with the centre's Equal Opportunities and Fair Assessment Policy.

Candidate's signature	
Date signed	

M/651/2360	<b>Conforming to general health, safety and welfare in the workplace</b>	<b>Level 1</b>	<b>2 Credits</b>
641v2			

The aim of this unit is to provide learners with the knowledge and skills to be able to follow company policies and procedures relating to health and safety and to carry out their work in a safe manner.

<b>Learning outcome. The learner will:</b>	<b>Assessment criteria. The learner can:</b>	<b>Evidence Ref No.</b>		
1. Comply with all workplace health, safety and welfare legislation requirements.	1.1 Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively.			
	1.2 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements.			
	1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment.			
	1.4 State why and when health and safety control equipment. Identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general environment, in relation to: <ul style="list-style-type: none"> <li>– Collective protective measures</li> <li>– Personal Protective Equipment (PPE)</li> <li>– Respiratory Protective Equipment (RPE)</li> <li>– Local Exhaust Ventilation (LEV)</li> </ul>			
	1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.			
	1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.			
	1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.			
	1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work.			

Title:		Conforming to general health, safety and welfare in the workplace		
Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures	2.1 Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures.			
	2.2 List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities.			
	2.3 List the current Health and Safety Executive top ten safety risks.			
	2.4 List the current Health and Safety Executive top five health risks.			
	2.5 State how changing circumstances within the workplace could cause hazards.			
	2.6 State the methods used for reporting changed circumstances, hazards and incidents in the workplace.			
3 Comply with organisational policies and procedures to contribute to health, safety and welfare.	3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices.			
	3.2 Contribute to discussions by offering/providing feedback relating to health, safety and welfare.			
	3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures.			
	3.4 Safely store health and safety control equipment in accordance with given instructions.			
	3.5 Dispose of waste and/or consumable items in accordance with legislation.			
	3.6 State the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> <li>– dealing with accidents and emergencies associated with the work and environment</li> <li>– methods of receiving or sourcing information</li> <li>– reporting</li> <li>– stopping work</li> <li>– evacuation</li> <li>– fire risks and safe exit procedures</li> <li>– consultation and feedback.</li> </ul>			

Title:		Conforming to general health, safety and welfare in the workplace				
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.		
3.	Comply with organisational policies and procedures to contribute to health, safety and welfare.	3.7	State the appropriate types of fire extinguishers relevant to the work.			
		3.8	State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.			
4	Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	4.1	Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.			
		4.2	State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare in relation to: <ul style="list-style-type: none"> <li>– Recognising when to stop work in the face of serious and imminent danger to self and/or others</li> <li>– Contribute to discussions and providing feedback</li> <li>– Reporting changed circumstances and incidents in the workplace</li> <li>– Complying with the environmental requirements of the workplace</li> </ul>			
		4.3	Give examples of how the behaviour and actions of individuals could affect others within the workplace.			
5	Comply with and support all organisational security arrangements and approved procedures.	5.1	Provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> <li>– During the working day</li> <li>– On completion of the day's work</li> <li>– For unauthorised personnel ( other operatives and the general public)</li> <li>– For theft</li> </ul>			
		5.2	State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.			

**Assessor comments / feedback**

R/651/3794	Conforming to productive working practices in the workplace	Level 2	3 Credits
642v2			

This unit aims to develop the learner's ability to work productively within the construction environment by fostering effective communication, planning, record-keeping, and collaborative working practices. It supports learners in understanding and applying organisational procedures, maintaining accurate documentation, and promoting equality and diversity in the workplace. The unit also encourages learners to contribute to sustainable practices and maintain positive working relationships to enhance overall productivity.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
1. Communicate with others to establish productive work practices.	1.1 Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively.			
	1.2 Describe the different methods of communicating with line management, colleagues and customers.			
	1.3 Describe how to use different methods of communication to ensure that the work carried out is productive.			
2. Follow organisational procedures to plan the sequence of work.	2.1 Interpret relevant information from organisational procedures in order to plan the sequence of work.			
	2.2 Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively.			
	2.3 Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: <ul style="list-style-type: none"> <li>- using resources for own and other's work requirements</li> <li>- allocating appropriate work to employees</li> <li>- organising the work sequence</li> <li>reducing carbon emissions.</li> </ul>			
	2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment.			
3. Maintain relevant records in accordance with the organisational procedures	3.1 Complete relevant documentation according to the occupation as required by the organisation.			
	3.2 Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> <li>- job cards</li> <li>- worksheets</li> <li>- material/resource lists</li> <li>- time sheets.</li> </ul>			

Title:		Conforming to productive working practices in the workplace		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
3.	Maintain relevant records in accordance with the organisational procedures	3.3	Explain the reasons for ensuring documentation is completed clearly and within given timescales.	
4.	Maintain good working relationships when conforming to productive working practices.	4.1	Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships.	
		4.2	Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others.	
		4.3	Describe how to maintain good working relationships, in relation to: <ul style="list-style-type: none"> <li>– individuals</li> <li>– customer and operative</li> <li>– operative and line management</li> <li>– own and other occupations.</li> </ul>	
		4.4	Describe why it is important to work effectively with line management, colleagues and customers.	
		4.5	Describe how working relationships could have an effect on productive working.	
		4.6	Describe how to apply principles of equality and diversity when communicating and working with others.	

<p><b>Assessor comments / feedback</b></p>
--

T/651/3795	Moving, handling and storing resources in the workplace	Level 2	5 Credits
643v2			

This unit aims to equip learners with the knowledge and practical skills required to move, handle, and store resources safely and efficiently within the construction workplace. It covers compliance with given information, relevant legislation, and organisational procedures, while promoting safe working practices, environmental protection, and effective use of lifting aids and equipment. Learners will also develop the ability to select appropriate resources, prevent damage, maintain a clean and secure work environment, and complete tasks within allocated timeframes.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
1. Comply with given information when moving, handling and/or storing resources.	1.1 Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation			
	1.2 Interpret the given information relating to the use and storage of lifting aids and equipment.			
	1.3 Describe the different types of technical, product and regulatory information, their source and how they are interpreted.			
	1.4 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.5 Describe how to obtain information relating to using and storing lifting aids and equipment.			
2. Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making the reports.			
	2.4 State the appropriate types of fire extinguishers relevant to the work.			
	2.5 Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.			

Title:		Moving, handling and storing resources in the workplace		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
3. Maintain safe working practices when moving, handling and/or storing resources.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources.		
	3.2	Use lifting aids safely as appropriate to the work.		
	3.3	Protect the environment in accordance with safe working practices as appropriate to the work.		
	3.4	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling <b>and/or</b> storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>		
	3.5	Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.		
	3.6	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.		
	4. Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources	4.1	Select the relevant resources to be moved, handled and/or stored, associated with own work.	
4.2		Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: <ul style="list-style-type: none"> <li>– lifting and handling aids</li> <li>– container(s)</li> <li>– fixing, holding and securing systems.</li> </ul>		
4.3		Describe how the resources should be handled and how any problems associated with the resources are reported.		

Title:		Moving, handling and storing resources in the workplace				
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.		
4.	Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
5.	Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.	5.1	Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Dispose of waste and packaging in accordance with legislation.			
		5.3	Maintain a clean work space when moving, handling or storing resources.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6.	Complete the work within the allocated time when moving, handling and/or storing resources.	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>			
7.	Comply with the given occupational resource information to move, handle and/or store resources to the required guidance.	7.1	Demonstrate the following work skills when moving, handling and/or storing occupational resources: <ul style="list-style-type: none"> <li>– moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques.</li> </ul>			

Title:		Moving, handling and storing resources in the workplace		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
7. Comply with the given occupational resource information to move, handle and/or store resources to the required guidance.	7.2	Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: <ul style="list-style-type: none"> <li>– sheet material</li> <li>– loose material</li> <li>– bagged or wrapped material</li> <li>– fragile material</li> <li>– tools and equipment</li> <li>– components</li> <li>– liquids.</li> </ul>		
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources.		
	7.4	Describe the needs of other occupations when moving, handling and/or storing resources.		

Assessor comments / feedback

T/651/8349	Laying flexible pavement materials in the workplace	Level 2	14 Credits
375v3			

The aim of this unit is to enable learners to develop the knowledge and practical skills required to lay flexible pavement materials safely and efficiently in the workplace. Learners will learn how to interpret technical information, comply with legislation and organisational procedures, select and use appropriate resources, maintain health and safety standards, minimise risks to the work and surrounding area, and complete tasks to the required specification within agreed timescales.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
1. Interpret the given information relating to the work and resources when laying flexible pavement materials.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, method statements, and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>- drawings, specifications, schedules,</li> <li>- risk assessments, method statements,</li> <li>- manufacturers' information,</li> <li>- verbal, written and graphical instructions,</li> <li>- official guidance and current regulations governing the laying of flexible pavement materials.</li> </ul>			
2. Know how to comply with relevant legislation and official guidance when laying flexible pavement materials.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>- in the workplace, below ground level, in confined spaces, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.</li> </ul>			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to the site, workplace, company and operatives.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports			

Title		Laying flexible pavement materials in the workplace		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
3. Maintain safe and healthy working practices when laying flexible pavement materials.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when laying of flexible pavement materials.		
	3.2	Demonstrate compliance with given information and relevant legislation when laying flexible pavement materials relating to the following: <ul style="list-style-type: none"> <li>- safe use, storage and handling of materials, tools and equipment</li> <li>- specific risks to health</li> </ul>		
	3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to laying flexible pavement materials and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>- collective protective measures</li> <li>- personal protective equipment (PPE)</li> <li>- respiratory protective equipment (RPE)</li> </ul>		
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.		
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.		
4. Select the required quantity and quality of resources for the methods of work to lay flexible pavement materials	4.1	Select resources associated with own work in relation to materials, tools and equipment.		

Title	Laying flexible pavement materials in the workplace			
Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
4. Select the required quantity and quality of resources for the methods of work to lay flexible pavement materials	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– unbound sub-base materials</li> <li>– jointing materials</li> <li>– flexible pavement materials, asphalt concretes, hot rolled asphalt, stone mastic asphalt, mastic asphalt and resin-bound versions</li> <li>- hand tools, power tools, pedestrian operated plant and ancillary equipment.</li> </ul>			
	4.3 Describe how to confirm that the resources and materials conform to the specification			
	4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported.			
	4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
	4.6 Describe any potential hazards associated with the resources and methods of work			
	4.7 Describe how identify by calculation quantity, length, area and wastage associated with the method and procedure to lay flexible pavement materials			
	5. Minimise the risk of damage to the work and surrounding area when laying flexible pavement materials.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.		
5.2 Maintain a clear and tidy work space.				
5.3 Dispose of waste in accordance with current legislation				
5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions				

Title	Laying flexible pavement materials in the workplace				
Learning outcome. The learner will:	Assessment criteria. The learner can:		Evidence Ref No.		
5. Minimise the risk of damage to the work and surrounding area when laying flexible pavement materials.	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6. Complete the work within the allocated time when laying flexible pavement materials.	6.1	Demonstrate completion of the work within the allocated time.			
	6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of productivity targets and time scales</li> <li>– how time is estimated</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			
7. Comply with the given contract information to lay flexible pavement materials to the required specification	7.1	Demonstrate the following work skills when laying flexible pavement materials: <ul style="list-style-type: none"> <li>– measuring, marking out, preparing, laying, spreading, levelling, compacting and finishing.</li> </ul>			
	7.2	Use and maintain hand tools, power tools, pedestrian operated plant and ancillary equipment.			
	7.3	Lay flexible pavement materials to given working instructions relating to: <ul style="list-style-type: none"> <li>– unbound sub-base construction</li> <li>– preparing and forming joints</li> <li>– flexible surface material.</li> </ul>			
	7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– confirm the area and location of work, the operations, safety and security requirements including temporary traffic management and immediate area protection</li> <li>– prepare the area for laying of flexible pavement materials</li> <li>– conform to agreed specifications</li> <li>– determine the suitability of flexible pavement materials</li> <li>– lay, compact and finish unbound sub-base</li> <li>– prepare and form joints</li> <li>– lay, compact and finish flexible pavement materials</li> </ul>			

Title		Laying flexible pavement materials in the workplace		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
7. Comply with the given contract information to lay flexible pavement materials to the required specification	7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– work around street furniture and ironwork</li> <li>– apply sealers, sealants, tack and bond coats and bitumen</li> <li>– work with, around and in close proximity to plant and machinery</li> <li>– return infrastructure to operational status</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– use hand tools, power tools, pedestrian operated plant and equipment.</li> </ul>		
	7.5	Describe the needs of other occupations and how to effectively communicate within a team when laying flexible pavement materials.		
	7.6	Describe how to maintain the tools and equipment used when laying flexible pavement materials.		

**Assessor comments / feedback**

D/651/8350	Setting out secondary dimensional work control in the workplace	Level 2	7 Credits
401v2			

This unit aims to develop the learner's ability to accurately set out secondary dimensional work control in the workplace. It covers interpreting technical information, complying with legislation and organisational procedures, maintaining safe working practices, and selecting appropriate resources. Learners will gain the skills to minimise risks, protect work areas, and complete tasks within specified timeframes while meeting required specifications. The unit also focuses on effective communication, teamwork, and the application of mathematical principles to achieve precise dimensional control.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
1. Interpret the given information relating to setting out dimensional control of the work.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and reference points.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules,</li> <li>– method statements, risk assessments,</li> <li>– manufacturers' information, reference points and current regulations governing buildings and construction work.</li> </ul>			
2. Know how to comply with relevant legislation and official guidance to set out dimensional control of the work.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports			

Title	Setting out secondary dimensional work control in the workplace			
Learning outcome. The learner will:	Assessment criteria. The learner can:		Evidence Ref No.	
<p>3. Maintain safe and healthy working practices when setting out dimensional control of the work.</p>	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during setting out dimensional control of the work.</p>			
	<p>3.2 Demonstrate compliance with given information and relevant legislation when setting out dimensional control of the work in relation to two or more of the following:</p> <ul style="list-style-type: none"> <li>– safe use of access equipment/working platforms</li> <li>– safe handling of materials</li> <li>– safe use and storage of materials, tools and equipment</li> <li>– specific risks to health.</li> </ul>			
	<p>3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to setting out dimensional control of the work, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>			
	<p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.</p>			
	<p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.</p>			
<p>4. Select the required quantity and quality of resources to set out dimensional control of the work.</p>	<p>4.1 Select resources associated with the work in relation to measuring tools and instruments, marking materials/components, tools and equipment.</p>			

Title	Setting out secondary dimensional work control in the workplace			
Learning outcome. The learner will:	Assessment criteria. The learner can:		Evidence Ref No.	
<p>4. Select the required quantity and quality of resources to set out dimensional control of the work.</p>	<p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>– measuring tools and instruments</li> <li>– marking equipment</li> <li>– level and alignment tools.</li> </ul>			
	<p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.</p>			
	<p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p>			
	<p>4.5 Describe any potential hazards associated with the resources and methods of work.</p>			
	<p>4.6 Describe how to identify quantity of resources associated with the method/procedure to set out for secondary dimensional work control.</p>			
<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 in accordance with safe working practices and organisational procedures.</p>			
	<p>5.2 Prevent damage and maintain a clean work area.</p>			
	<p>5.3 Dispose of waste in accordance with current legislation.</p>			
	<p>5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.</p>			
	<p>5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.</p>			

Title	Setting out secondary dimensional work control in the workplace				
Learning outcome. The learner will:	Assessment criteria. The learner can:		Evidence Ref No.		
6. Complete the work within the allocated time when setting out dimensional control of the work.	6.1	Demonstrate completion of the work within the allocated time.			
	6.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>			
7. Comply with the given contract information to set out dimensional control of the work to the required specification.	7.1	Demonstrate the following work skills when setting out dimensional control of the work: <ul style="list-style-type: none"> <li>– transferring, transposing, levelling, measuring, marking, positioning, fixing and securing.</li> </ul>			
	7.2	Use and maintain hand tools, measuring and marking equipment.			
	7.3	Set out secondary dimensional control for the work to given working instructions for three or more of the following: <ul style="list-style-type: none"> <li>– line</li> <li>– level</li> <li>– depth</li> <li>– area</li> <li>– height</li> <li>– angle.</li> </ul>			
	7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– measure and set out secondary dimensional control for the work</li> <li>– measure, align and level to dimensional control requirements</li> <li>– transfer and set out lines, angles and levels to dimensional control requirements</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– use hand tools, measuring and marking equipment</li> <li>– work at height</li> <li>– use access equipment</li> </ul>			
	7.5	Describe how to calculate height, depth, angle, length and area associated with the method/procedure to set out secondary dimensional work control.			



M/651/8356	Laying modular pavement in the workplace	Level 2	14 Credits
367v3			

This unit aims to provide learners with the knowledge and practical skills required to lay modular pavement in the workplace to the required specification. It covers interpreting technical information, complying with health, safety and environmental legislation, and maintaining safe working practices. Learners will develop competence in selecting and using appropriate resources, preparing substrates, setting out, and laying modular paving units using both manual and mechanical methods. The unit also focuses on minimising risks, protecting work areas, meeting deadlines, and effective communication within a team.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
1. Interpret the given information relating to the work and resources when laying modular pavement	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, risk assessments, method statements, manufacturers' information and regulations governing the laying of modular pavement.</li> </ul>			
2. Know how to comply with relevant legislation and official guidance when laying modular pavement.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, with tools and equipment, with materials and substances, with movement and storage of materials and by manual handling and mechanical lifting.</li> </ul>			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			

Title	Laying modular pavement in the workplace			
Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
<p>3. Maintain safe and healthy working practices when laying modular pavement.</p>	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when laying modular pavement..</p>			
	<p>3.2 Demonstrate compliance with given information and relevant legislation when laying modular pavement in relation to the following:</p> <ul style="list-style-type: none"> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health.</li> </ul>			
	<p>3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to laying modular pavement, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> </ul>			
	<p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.</p>			
	<p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.</p>			
<p>4. Select the required quantity and quality of resources for the methods of work to lay modular pavement.</p>	<p>4.1 Select resources associated with own work in relation to materials and components, and tools and equipment.</p>			
	<p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– graded granular material, mortar and concrete</li> <li>– blocks, stone setts, bricks, flags, natural stone</li> <li>– kerbs, channels, drainage</li> <li>– hand tools, power tools and equipment.</li> </ul>			

Title	Laying modular pavement in the workplace			
Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
4. Select the required quantity and quality of resources for the methods of work to lay modular pavement.	4.3 Describe how to confirm that the resources and materials conform to the specification.			
	4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported.			
	4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
	4.6 Describe any potential hazards associated with the resources and methods of work.			
	4.7 Describe how to identify by calculation, quantity, length, area, volume and wastage associated with the method-and procedure to lay modular paving			
5. Minimise the risk of damage to the work and surrounding area when laying modular pavement.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
	5.2 Maintain a clear and tidy work space.			
	5.3 Dispose of waste in accordance with current legislation.			
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			

Title	Laying modular pavement in the workplace				
Learning outcome. The learner will:	Assessment criteria. The learner can:		Evidence Ref No.		
6. Complete the work within the allocated time when laying modular pavement.	6.1	Demonstrate completion of the work within the allocated time.			
	6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of productivity targets and time scales</li> <li>– how times are estimated</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>			
7. Comply with the given contract information to lay modular pavement to the required specification.	7.1	Demonstrate the following work skills when laying modular pavement: <ul style="list-style-type: none"> <li>– setting out, preparing, measuring, marking out, cutting, placing, laying, levelling, aligning, compacting and finishing.</li> </ul>			
	7.2	Use and maintain hand tools, power tools and ancillary equipment.			
	7.3	Place bedding and lay modular paving manually and/or by machine to given working instructions, to produce a bound or unbound pavement using at least two of the following: <ul style="list-style-type: none"> <li>– block paving</li> <li>– brick paving</li> <li>– stone and/or concrete setts</li> <li>– flags</li> <li>– natural stone rough cut (riven and/or cropped)</li> <li>– natural stone uniformly cut (sawn in dimension)</li> </ul>			
	7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– confirm the area and location of work, the operations, safety and security requirements including temporary traffic management and immediate area protection</li> <li>– confirm the type of block, brick, sett, flag and natural stone modular paving unit, bedding and jointing materials</li> <li>– conform to the agreed specifications</li> <li>– identify the differences between rigid (bound) and flexible (unbound) pavements</li> </ul>			

Title		Laying modular pavement in the workplace		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
7. Comply with the given contract information to lay modular pavement to the required specification.	7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– inspect and confirm substrate as acceptable for laying modular paving to given specification</li> <li>– set out the area and prepare substrate for modular pavement construction</li> <li>– install kerbs, channels, edgings and drainage</li> <li>– mark and cut modular paving</li> <li>– lay modular block, brick, sett, flag and natural stone paving manually and by machine to the required design, pattern, levels and stability</li> <li>– work around street furniture and ironwork</li> <li>– work with, in close proximity to and around plant or machinery</li> <li>– monitor and check work against specification(s)</li> <li>– lift modular paving for removal, maintenance and repair</li> <li>– maintain and repair modular paving to match existing design functions</li> <li>– return infrastructure to operational status</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– use hand tools, power tools and equipment.</li> </ul>		
	7.5	Describe the needs of other occupations and how to effectively communicate within a team when laying modular pavement.		
	7.6	Describe how to maintain the tools and equipment used when laying modular pavement.		

<b>Assessor comments / feedback</b>
-------------------------------------

J/508/3952	Preparing and operating powered units, tools or pedestrian plant, machinery or equipment in the workplace	Level 2	7 Credits
C122			

This unit aims to equip learners with the knowledge and practical skills required to prepare and operate powered units, tools, or pedestrian plant, machinery, and equipment safely and effectively in the workplace. It covers interpreting technical and safety information, complying with legislation and organisational procedures, and maintaining safe working practices. Learners will develop competence in selecting and using appropriate resources, operating and monitoring equipment, and completing tasks to specification within allocated timeframes. The unit also focuses on minimising risks, protecting work areas, and effective communication within a team.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
1. Interpret the given information relating to the preparation and use of powered units, tools or pedestrian plant, machinery or equipment.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, operating instructions and manufacturers' information..			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, legislation, Codes of Practice, manufacturers' information and operating instructions.</li> </ul>			
2. Know how to comply with relevant legislation and official guidance to prepare and use powered units, tools or pedestrian plant, machinery or equipment.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			

Title	Preparing and operating powered units, tools or pedestrian plant, machinery or equipment in the workplace			
Learning outcome. The learner will:	Assessment criteria. The learner can:		Evidence Ref No.	
<p>3. Maintain safe and healthy working practices when preparing for and using powered units, tools or pedestrian plant, machinery or equipment.</p>	<p>3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when using powered units, tools or pedestrian plant, machinery or equipment</p>			
	<p>3.2 Demonstrate compliance with given information and relevant legislation when using powered units, tools or pedestrian plant, machinery or equipment in relation to two or more of the following:</p> <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe handling of materials</li> <li>– safe use and storage of materials, tools and equipment</li> <li>– specific risks to health.</li> </ul>			
	<p>3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to powered units, tools or pedestrian plant, machinery or equipment use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>			
	<p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.</p>			
	<p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.</p>			

Title	Preparing and operating powered units, tools or pedestrian plant, machinery or equipment in the workplace				
Learning outcome. The learner will:	Assessment criteria. The learner can:		Evidence Ref No.		
<p>4. Select the required quantity and quality of resources to prepare for and sustain powered units, tools or pedestrian plant, machinery or equipment.</p>	4.1	Select resources associated with the type of work in relation to fuel/power source, lubricants and consumables.			
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– power source/fuels</li> <li>– consumables, lubricants.</li> </ul>			
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
	4.5	Describe any potential hazards associated with the resources and methods of work.			
	4.6	Describe how to identify quantity, length, area and wastage associated with the method/procedures to operate powered units, tools or pedestrian plant, machinery or equipment.			
<p>5. Minimise the risk of damage to the work and surrounding area when preparing to and using powered units, tools or pedestrian plant, machinery or equipment.</p>	5.1	Protect the work and its surrounding area from damage. in accordance with safe working practices and organisational procedures			
	5.2	Prevent damage and maintain a clean work space.			
	5.3	Dispose of waste in accordance with current legislation.			
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			

Title	Preparing and operating powered units, tools or pedestrian plant, machinery or equipment in the workplace				
Learning outcome. The learner will:	Assessment criteria. The learner can:		Evidence Ref No.		
6. Complete the work within the allocated time when preparing to and using powered units, tools or pedestrian plant, machinery or equipment.	6.1	Demonstrate completion of the work within the allocated time.			
	6.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>			
7. Comply with the given contract information to operate powered units, tools or pedestrian plant, machinery or equipment to the required specification.	7.1	Demonstrate the following work skills when using powered units, tools or pedestrian plant, machinery or equipment: <ul style="list-style-type: none"> <li>– starting, stopping, replenishing, controlling and cleaning.</li> </ul>			
	7.2	Use and maintain powered units, tools and ancillary equipment.			
	7.3	Operate and monitor powered units and tools or pedestrian plant, machinery or associated equipment to given working instructions relating to: <ul style="list-style-type: none"> <li>– continual running</li> <li>– closing down</li> <li>– cleaning.</li> </ul>			
	7.4	Return powered unit, tools or pedestrian plant, machinery or equipment to a safe operational condition on completion of work.			
	7.5	Disassemble and/or clean powered unit, tools or pedestrian plant, machinery or equipment.			
	7.6	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– prepare, position and set up for work</li> <li>– secure accessories and tool attachments</li> <li>– carry out pre-use and function checks to manufacturers' and suppliers' information/ and procedures</li> <li>– complete pre-start and post stop checks</li> </ul>			



R/651/8357	Laying preformed kerbs and channels in the workplace	Level 2	14 Credits
368v3			

This unit aims to develop the learner's knowledge and practical skills required to lay preformed kerbs and channels in the workplace to the required specification. It covers interpreting technical information, complying with health, safety and environmental legislation, and maintaining safe working practices. Learners will gain competence in selecting and using appropriate resources, preparing substrates, setting out, and laying kerbs, channels, and combined drainage systems accurately. The unit also focuses on minimising risks, protecting work areas, meeting deadlines, and effective communication within a team.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
1. Interpret the given information relating to the work and resources when laying preformed kerbs and channels.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, method statements and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules,</li> <li>– risk assessments, method statements, manufacturers' information,</li> <li>– verbal, written and graphical instructions and current regulations for laying preformed kerbs and channels.</li> </ul>			
2. Know how to comply with relevant legislation and official guidance when laying preformed kerbs and channels.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting</li> </ul>			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			

Title		Laying preformed kerbs and channels in the workplace		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
3	Maintain safe and healthy working practices when laying preformed kerbs and channels.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when laying preformed kerbs and channels.	
		3.2	Demonstrate compliance with given information and relevant legislation when laying preformed kerbs and channels in relation to the following: <ul style="list-style-type: none"> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health</li> <li>– others affected by the work</li> </ul>	
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to laying preformed kerbs and channels, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> </ul>	
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.	
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.	
4.	Select the required quantity and quality of resources for the methods of work to lay preformed kerbs and channels.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.	
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– sand, cement, aggregates, additives, sealants and resins</li> <li>– kerbs, channels and combined drainage and kerb systems</li> <li>– hand tools, power tools and ancillary equipment.</li> </ul>	

Title		Laying preformed kerbs and channels in the workplace				
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.		
4.	Select the required quantity and quality of resources for the methods of work to lay preformed kerbs and channels.	4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to identify by calculation, quantity, length, area and wastage associated with the method and procedure to lay preformed kerbs, channels and combined drainage and kerb systems.			
5	Minimise the risk of damage to the work and surrounding area when laying preformed kerbs and channels.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6	Complete the work within the allocated time when laying preformed kerbs and channels.	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of productivity targets and time scales</li> <li>– how times are estimated</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>			

Title		Laying preformed kerbs and channels in the workplace				
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.		
7	Comply with the given contract information to lay preformed kerbs and channels to the required specification.	7.1	Demonstrate the following work skills when laying preformed kerbs and channels: <ul style="list-style-type: none"> <li>– measuring, marking out, cutting, positioning, levelling, aligning, compacting, sealing and finishing.</li> </ul>			
		7.2	Use and maintain hand tools, power tools and ancillary equipment			
		7.3	Lay preformed kerbs and/or channels and/or combined drainage and kerb systems to given working instructions.			
		7.4	Describe how to apply safe and health work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– confirm the area and location of work, the operations, safety and security requirements including temporary traffic management and immediate area protection</li> <li>– identify different types of kerbs, channels and combined drainage and kerb systems</li> <li>– conform to agreed specifications</li> <li>– set out the area and prepare substrate and foundation for laying kerbs, channels and combined drainage and kerb systems</li> <li>– lay and align kerbs, channels and combined drainage and kerb systems to the required specifications</li> <li>– mark and cut kerbs, channels and combined drainage and kerb systems</li> <li>– work around street furniture and ironwork</li> <li>– protect completed work for curing process</li> <li>– deal with others affected by the work</li> <li>– return infrastructure to operational status</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly – use hand tools, power tools and equipment</li> </ul>			

Title		Laying preformed kerbs and channels in the workplace		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
7	Comply with the given contract information to lay preformed kerbs and channels to the required specification.	7.5	Describe the needs of other occupations and how to effectively communicate within a team when laying preformed kerbs, channels and combined drainage and kerb systems	
		7.6	Describe how to maintain the tools and equipment used when laying preformed kerbs, channels and combined drainage and kerb systems	

**Assessor comments / feedback**

<b>F/651/8351</b>	<b>Forming and finishing excavations manually in the workplace</b>	<b>Level 2</b>	<b>10 Credits</b>
<b>373v3</b>			

This unit aims to provide learners with the knowledge and practical skills required to form and finish excavations manually in the workplace to the required specification. It covers interpreting technical information, complying with health, safety and environmental legislation, and maintaining safe working practices. Learners will develop competence in selecting and using appropriate resources, planning and setting out excavations, and carrying out excavation tasks safely and accurately. The unit also focuses on minimising risks, protecting work areas, meeting deadlines, and effective communication within a team.

<b>Learning outcome. The learner will:</b>	<b>Assessment criteria. The learner can:</b>	<b>Evidence Ref No.</b>		
1. Interpret the given information relating to the work and resources when forming and finishing excavations manually.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and method statements.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, risk assessments, method statements, manufacturers' information, verbal, written and graphical instructions, permits, current legislation and official guidance governing excavations and the support of excavations.</li> </ul>			
2. Know how to comply with relevant legislation and official guidance when forming and finishing excavations manually.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, with tools and equipment, with materials and substances, with movement and storage of materials and by manual handling and mechanical lifting.</li> </ul>			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			

Title		Forming and finishing excavations manually in the workplace		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
3	Maintain safe and healthy working practices when forming and finishing excavations manually.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when forming and finishing excavations manually.	
		3.2	Demonstrate compliance with given information and relevant legislation when forming and finishing excavations manually in relation to at least two of the following: <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health.</li> </ul>	
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to forming and finishing excavations manually and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>	
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.	
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.	
		4.	Select the required quantity and quality of resources for the methods of work to form and finish excavations manually.	4.1
		4.2	Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– digging equipment</li> <li>– hand tools, power tools and equipment.</li> </ul>	

Title		Forming and finishing excavations manually in the workplace			
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.	
4.	Select the required quantity and quality of resources for the methods of work to form and finish excavations manually.	4.3	Describe how to confirm that the resources and materials conform to the specification.		
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.		
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.		
		4.6	Describe any potential hazards associated with the resources and methods of work.		
		4.7	Describe how to calculate quantity, length, area, volume and wastage associated with the method and procedure to form and finish excavations manually		
5	Minimise the risk of damage to the work and surrounding area when forming and finishing excavations manually.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.		
		5.2	Maintain a clear and tidy work space.		
		5.3	Dispose of waste in accordance with current legislation.		
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.		
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.		
6	Complete the work within the allocated time when forming and finishing excavations manually.	6.1	Demonstrate completion of the work within the allocated time.		
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of productivity targets and time scales</li> <li>– how times are estimated</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>		

Title		Forming and finishing excavations manually in the workplace			
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.	
7	Comply with the given contract information to form and finish excavations manually to the required specification.	7.1	Demonstrate the following work skills when forming and finishing excavations manually: – checking, locating, measuring, marking out, excavating and securing.		
		7.2	Use and maintain hand tools, power tools and ancillary equipment		
		7.3	Form and finish excavations manually to given working instructions.		
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – locate, position, identify and confirm the type of surface and sub-surface composition including ground water – conform to agreed specifications – plan, prepare, set out and mark out excavations – remove surface courses, street furniture and sub-surface structures – protect and monitor adjacent structures – excavate, form and finish ground manually – recognise changes in ground conditions, ground water conditions, soil types and excavation stability – recognise the dangers of loads and structures at the edge of excavations – identify and locate utility services, excavate around services and protect – monitor and check accuracy during progress and on completion of work – recognise inspection and test criteria for excavations – identify and store excavated and reusable materials – confirm the disposal of unusable materials – recognise the need for positioning, securing and removing excavation supports – provide for access and egress – work with, around and in close proximity to plant and machinery		

Title		Forming and finishing excavations manually in the workplace				
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.		
7	Comply with the given contract information to form and finish excavations manually to the required specification.	7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– use hand tools, power tools and equipment</li> <li>– use access equipment</li> <li>– work at height</li> </ul>			
		7.5	Describe the needs of other occupations and how to effectively communicate within a team when forming and finishing excavations manually.			
		7.6	Describe how to maintain the tools and equipment used when forming and finishing excavations manually.			

<p><b>Assessor comments / feedback</b></p>
--

H/651/8352	Reinstating trenches in paved surfaces in the workplace	Level 2	12 Credits
374v3			

This unit aims to provide learners with the knowledge and practical skills required to reinstate trenches in paved surfaces in the workplace to the required specification. It covers interpreting technical information, complying with health, safety and environmental legislation, and maintaining safe working practices. Learners will develop competence in selecting and using appropriate resources, backfilling, compacting, and reinstating various pavement surfaces accurately. The unit also focuses on minimising risks, protecting work areas, meeting deadlines, and effective communication within a team.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
1. Interpret the given information relating to the work and resources when reinstating trenches in paved surfaces..	1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, method statements, and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules,</li> <li>– risk assessments, method statements, manufacturers' information,</li> <li>– verbal, written and graphical instructions and current regulations governing reinstating trenches in paved surfaces</li> </ul>			
2 Know how to comply with relevant legislation and official guidance when reinstating trenches in paved surfaces.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.</li> </ul>			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			

Title		Reinstating trenches in paved surfaces in the workplace				
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.		
3	Maintain safe and healthy working practices when reinstating trenches in paved surfaces	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when reinstating trenches in paved surfaces.			
		3.2	Demonstrate compliance with given information and relevant legislation when reinstating trenches in paved surfaces in relation to the following: <ul style="list-style-type: none"> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health</li> <li>– others affected by the work</li> </ul>			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
		4	Select the required quantity and quality of resources for the methods of work to reinstate trenches in paved surfaces.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.	
4	Select the required quantity and quality of resources for the methods of work to reinstate trenches in paved surfaces.	4.2	Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– new and re-usable materials, sub-base, road-base and pavement surface</li> <li>– cold-lay, warm lay and hot-lay bituminous materials</li> <li>– sands, jointing materials</li> <li>– concrete, blocks and flags</li> <li>– natural soil based materials</li> <li>– hand tools, power tools and equipment.</li> </ul>			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			

Title		Reinstating trenches in paved surfaces in the workplace				
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.		
4	Select the required quantity and quality of resources for the methods of work to reinstate trenches in paved surfaces.	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to identify by calculation, quantity, length, area and wastage associated with the method and procedure to reinstate trenches in paved surfaces.			
5	Minimise the risk of damage to the work and surrounding area when reinstating trenches in paved surfaces.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6	Complete the work within the allocated time when reinstating trenches in paved surfaces.	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of productivity targets and time scales</li> <li>– how time is estimated</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>			

Title		Reinstating trenches in paved surfaces in the workplace				
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.		
7	Comply with the given contract information to reinstate trenches in paved surfaces to the required specification.	7.1	Demonstrate the following work skills when reinstating trenches in paved surfaces: <ul style="list-style-type: none"> <li>– backfilling, laying, compacting, levelling, securing and finishing.</li> </ul>			
		7.2	Use and maintain hand tools, power tools and ancillary equipment.			
		7.3	Reinstate trenches in paved surfaces to given working instructions, for sub-grades, sub bases and foundations relating to at least one of the following: <ul style="list-style-type: none"> <li>– bituminous materials</li> <li>– sealants and emulsions</li> <li>– concrete</li> <li>– modular structures.</li> </ul>			
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– confirm the area and location of work, the operations, safety and security requirements including temporary traffic management and immediate area protection</li> <li>– confirm the type of ground structure for reinstatement (bituminous, concrete, modular, natural)</li> <li>– conform to the agreed specification</li> <li>– reinstate and compact backfill, sub-grades, sub-bases, foundations and pavement bases for the relevant type of ground structure</li> <li>– protect service apparatus and sub-structures during reinstatement</li> <li>– reinstate the relevant type of ground surface, pavement surface, specialist surface treatments, kerbs, edge restraints, street ironwork and pavement markings</li> <li>– work around street furniture and ironwork</li> <li>– dispose of surplus materials</li> <li>– return infrastructure to operational status</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– use hand tools, power tools and equipment.</li> </ul>			

Title		Reinstating trenches in paved surfaces in the workplace				
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.		
7	Comply with the given contract information to reinstate trenches in paved surfaces to the required specification.	7.5	Describe the needs of other occupations and how to effectively communicate within a team when reinstating trenches in paved surfaces.			
		7.6	Describe how to maintain the tools and equipment used when reinstating trenches in paved surfaces.			

**Assessor comments / feedback**

Y/651/8033	Identifying and marking the location of utilities apparatus and sub-structures in the workplace	Level 2	12 Credits
372v3			

This unit aims to provide learners with the knowledge and practical skills required to identify and mark the location of utilities apparatus and sub-structures in the workplace to the required specification. It covers interpreting technical and safety information, complying with health, safety and environmental legislation, and maintaining safe working practices. Learners will develop competence in using electronic location instruments and marking equipment, selecting appropriate resources, and completing tasks accurately and efficiently. The unit also focuses on minimising risks, protecting work areas, meeting deadlines, and effective communication within a team.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
1. Interpret the given information relating to the work and resources when identifying and marking the location of utilities apparatus and sub-structures.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, method statements, survey and utility company information, and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules,</li> <li>– risk assessments, method statements,</li> <li>– organisational and manufacturers' information,</li> <li>– verbal, written and graphical instructions,</li> <li>– current regulations and official guidance governing utilities.</li> </ul>			
2. Know how to comply with relevant legislation and official guidance when identifying and marking the location of utilities apparatus and sub-structures.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.</li> </ul>			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			

Title		Identifying and marking the location of utilities apparatus and sub-structures in the workplace		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
2	Know how to comply with relevant legislation and official guidance when identifying and marking the location of utilities apparatus and sub-structures.	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.	
		2.4	Describe the types of fire extinguishers available when identifying and marking the location of utilities apparatus and sub-structures and describe how and when they are used.	
3	Maintain safe and healthy working practices when identifying and marking the location of utilities apparatus and sub-structures.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when identifying and marking the location of utilities apparatus and sub-structures.	
		3.2	Demonstrate compliance with given information and relevant legislation when identifying and marking the location of utilities apparatus and sub-structures in relation to the following: <ul style="list-style-type: none"> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health</li> <li>– others affected by the work</li> </ul>	
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to identifying and marking the location of utilities apparatus and sub-structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> </ul>	
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.	
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, damage to utilities apparatus and sub-structures and other task-related activities.	

Title		Identifying and marking the location of utilities apparatus and sub-structures in the workplace				
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.		
4	Select the required quantity and quality of resources for the methods of work to identify and mark the location of utilities apparatus and sub-structures.	4.1	Select resources associated with own work in relation to materials, components, tools, equipment and electronic location instruments.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– electronic location instruments</li> <li>– marking materials and equipment</li> <li>– hand tools, power tools and equipment</li> <li>– ancillary equipment.</li> </ul>			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to identify by calculation, quantity, length and area associated with the method and procedure to identify and mark the location of utilities apparatus and sub-structures			
5	Minimise the risk of damage to the work and surrounding area when identifying and marking the location of utilities apparatus and sub-structures.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			

Title		Identifying and marking the location of utilities apparatus and sub-structures in the workplace		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
6	Complete the work within the allocated time when identifying and marking the location of utilities apparatus and sub-structures.	6.1	Demonstrate completion of the work within the allocated time.	
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of productivity targets and time scales</li> <li>– how times are estimated</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>	
7	Comply with the given contract information to Identify and mark the location of utilities apparatus and sub-structures to the required specification.	7.1	Demonstrate the following work skills when identifying and marking the location of utilities apparatus and sub-structures: <ul style="list-style-type: none"> <li>– measuring, locating, identifying, marking out, positioning, protecting and securing.</li> </ul>	
		7.2	Use and maintain hand tools, power tools and ancillary equipment.	
		7.3	Survey, identify and mark the location of utilities apparatus and sub-structures to given working instructions	
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– confirm the area and location of work, the operations, safety and security requirements including temporary traffic management and immediate area protection</li> <li>– ensure electronic equipment is calibrated</li> <li>– conform to agreed specification and local utility providers requirements</li> <li>– identify utilities apparatus and sub-structures by electronic locators and visually</li> <li>– confirm the type of service including gas, fuel, electric, communication, water, sewage</li> <li>– work around street furniture and ironwork</li> <li>– recognise identification markers for utility types</li> <li>– confirm structures (foundations, inspection chambers, joint and junction boxes)</li> <li>– confirm the impact of the natural environment (tree roots, watercourses)</li> </ul>	

Title		Identifying and marking the location of utilities apparatus and sub-structures in the workplace		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
7	Comply with the given contract information to Identify and mark the location of utilities apparatus and sub-structures to the required specification.	7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– mark the position of the utilities apparatus and sub-structures</li> <li>– return infrastructure to operational status</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height.</li> </ul>	
		7.5	Describe the needs of other occupations and how to effectively communicate within a team when identifying and marking the location of utilities apparatus and sub-structures.	
		7.6	Describe how to maintain the tools, equipment and electronic instruments used when identifying and marking the location of utilities apparatus and sub-structures.	

<p><b>Assessor comments / feedback</b></p>
--

R/651/8348	Locating and excavating to expose buried utility services in the workplace	Level 2	13 Credits
782v1			

This unit aims to provide learners with the knowledge and practical skills required to locate and excavate to expose buried utility services safely and accurately in the workplace. It covers interpreting technical and safety information, complying with legislation and organisational procedures, and maintaining safe working practices. Learners will develop competence in using electronic location instruments, selecting appropriate resources, and applying protection measures to utility services. The unit also focuses on minimising risks, protecting work areas, meeting deadlines, and effective communication within a team.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
1. Interpret the given information relating to the work and resources when locating and excavating to expose buried utility services.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, method statements, survey and utility company information and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules,</li> <li>– risk assessments, method statements, permits,</li> <li>– verbal, written and graphical instructions,</li> <li>– organisational and manufacturers' information,</li> <li>– current regulations and official guidance governing utility services</li> </ul>			
2. Know how to comply with relevant legislation and official guidance when locating and excavating to expose buried utility services.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			

Title		Locating and excavating to expose buried utility services in the workplace				
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.		
2	Know how to comply with relevant legislation and official guidance when locating and excavating to expose buried utility services.	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
		2.4	Describe the types of fire extinguishers available when locating and excavating to expose buried utility services and describe how and when they are used.			
3	Maintain safe and healthy working practices when locating and excavating to expose buried utility services.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when locating and excavating to expose buried utility services.			
		3.2	Demonstrate compliance with given information and relevant legislation when locating and excavating to expose buried utility services in relation to the following: <ul style="list-style-type: none"> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health</li> <li>– working with and around utility services including: <ul style="list-style-type: none"> <li>○ ground penetration</li> <li>○ working in excavations</li> <li>○ others affected by the work</li> </ul> </li> </ul>			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to locating and excavating to expose buried utility services, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> </ul>			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, damage to utilities apparatus and sub-structures and other task-related activities.			

Title		Locating and excavating to expose buried utility services in the workplace			
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.	
4	Select the required quantity and quality of resources for the methods of work when locating and excavating to expose buried utility services.	4.1	Select resources associated with own work in relation to materials, components, tools, equipment and electronic location instruments.		
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– electronic instruments</li> <li>– marking and protection materials</li> <li>– excavation plant and machinery</li> <li>– hand tools, power tools, and equipment including specialist tools (insulated and non-sparking tools)</li> <li>– ancillary equipment</li> </ul>		
		4.3	Describe how to confirm that the resources and materials conform to the specification.		
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.		
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.		
		4.6	Describe any potential hazards associated with the resources and methods of work.		
		4.7	Describe how to identify by calculation, the quantity, length, volume and area associated with the method/procedure to locate and excavate to expose buried utility services.		
5	Minimise the risk of damage to the work and surrounding area when locating and excavating to expose buried utility services.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.		
		5.2	Maintain a clear and tidy work space.		
		5.3	Dispose of waste in accordance with current legislation.		
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.		

Title		Locating and excavating to expose buried utility services in the workplace		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
5	Minimise the risk of damage to the work and surrounding area when locating and excavating to expose buried utility services.	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.	
6	Complete the work within the allocated time when locating and excavating to expose buried utility services.	6.1	Demonstrate completion of the work within the allocated time.	
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of productivity targets and time scales</li> <li>– how times are estimated</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>	
7	Comply with the given contract information when locating and excavating to expose buried utility services to the required specification.	7.1	Demonstrate the following work skills when locating and excavating to expose buried utility services: <ul style="list-style-type: none"> <li>– measuring, locating, exposing, marking out, positioning, protecting and securing.</li> </ul>	
		7.2	Use and maintain hand tools, power tools, ancillary equipment and electronic instruments	
		7.3	Locate and excavate to expose buried utility services to given working instructions	
		7.4	Apply protection measures to utility services	
		7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– confirm the area and location of work, the operations, safety and security requirements including temporary traffic management and immediate area protection</li> <li>– ensure electronic equipment is calibrated</li> <li>– conform to agreed specification and local utility services providers requirements</li> <li>– identify utility services by electronic locators, trial holes and visually</li> <li>– recognise criteria for operating location equipment and their limitations</li> </ul>	

Title		Locating and excavating to expose buried utility services in the workplace			
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.	
7	Comply with the given contract information when locating and excavating to expose buried utility services to the required specification.	7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– confirm the type of service including: gas, fuel, electric, communication, water, sewage</li> <li>– liaise with utility services organisations</li> <li>– recognise identification markers for utility types</li> <li>– excavate by hand and with the assistance of plant or machinery</li> <li>– recognise the criteria for directing and guiding the operations and movement of plant and machinery</li> <li>– work around street furniture and ironwork</li> <li>– work in excavations, including the need for excavation supports, edge protection and access equipment</li> <li>– provide for the recognition and protection of the utility services, sub-structure and the natural environment during operational activities</li> <li>– install supports for exposed utility services</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– use hand tools, portable power tools and equipment including specialist equipment</li> <li>– use access equipment</li> <li>– work at height</li> </ul>		
		7.6	Describe the needs of other occupations and how to effectively communicate within a team when locating and excavating to expose buried utility services.		
		7.7	Describe how to maintain the tools and equipment used to locate and excavate to expose buried utility services.		

**Assessor comments and feedback**

J/651/8353	Installing street ironworks in the workplace ( metal, plastic, concrete and composite materials)	Level 2	9 Credits
366v3			

This unit aims to provide learners with the knowledge and practical skills required to install street ironwork (including metal, plastic, concrete, and composite materials) in the workplace to the required specification. It covers interpreting technical information, complying with health, safety and environmental legislation, and maintaining safe working practices. Learners will develop competence in selecting and using appropriate resources, preparing and positioning ironwork, and securing installations accurately. The unit also focuses on minimising risks, protecting work areas, meeting deadlines, and effective communication within a team.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
1. Interpret the given information relating to the work and resources when installing street ironwork (metal, plastic, concrete and composite materials)..	1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules,</li> <li>– risk assessments, method statements,</li> <li>– manufacturers' information,</li> <li>– verbal, written and graphical instructions</li> <li>– current regulations for installing street ironwork fixtures (metal, plastic, concrete and composite materials).</li> </ul>			
2 Know how to comply with relevant legislation and official guidance when installing street ironwork (metal, plastic, concrete and composite materials).	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.</li> </ul>			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			

Title		Installing street ironworks in the workplace ( metal, plastic, concrete and composite materials)		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
3	Maintain safe and healthy working practices when installing street ironwork (metal, plastic, concrete and composite materials).	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing street ironwork (metal, plastic, concrete and composite materials).	
		3.2	Demonstrate compliance with given information and relevant legislation when installing street ironwork (metal, plastic, concrete and composite materials) in relation to the following: <ul style="list-style-type: none"> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health</li> <li>– those affected by the work</li> </ul>	
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing street ironwork (metal, plastic, concrete and composite materials), and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> </ul>	
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.	
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities	

Title		Installing street ironworks in the workplace ( metal, plastic, concrete and composite materials)		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
4	Select the required quantity and quality of resources for the methods of work to install street ironwork (metal, plastic, concrete and composite materials).	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.	
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– sand, cement, mortar, resin-based materials</li> <li>– bricks, shims and proprietary products for adjusting</li> <li>– access covers and frames, gully grates and frames</li> <li>– hand tools, power tools and equipment.</li> </ul>	
		4.3	Describe how to confirm that the resources and materials conform to the specification.	
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.	
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.	
		4.6	Describe any potential hazards associated with the resources and methods of work.	
		4.7	Describe how to identify by calculation, quantity and size associated with the method and procedure to install street ironwork (metal, plastic, concrete and composite materials).	
5	Minimise the risk of damage to the work and surrounding area when installing street ironwork (metal, plastic, concrete and composite materials).	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.	
		5.2	Maintain a clear and tidy work space.	
		5.3	Dispose of waste in accordance with current legislation.	
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.	

Title		Installing street ironworks in the workplace ( metal, plastic, concrete and composite materials)		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
5	Minimise the risk of damage to the work and surrounding area when installing street ironwork (metal, plastic, concrete and composite materials).	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.	
6	Complete the work within the allocated time when installing street ironwork (metal, plastic, concrete and composite materials).	6.1	Demonstrate completion of the work within the allocated time.	
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of productivity targets and time scales</li> <li>– how times are estimated</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>	
7	Comply with the given contract information to install street ironwork (metal, plastic, concrete and composite materials) to the required specification.	7.1	Demonstrate the following work skills when installing street ironwork (metal, plastic, concrete and composite materials): <ul style="list-style-type: none"> <li>– measuring, marking out, positioning, fitting, levelling, aligning and securing.</li> </ul>	
		7.2	Use and maintain hand tools, power tools and ancillary equipment.	
		7.3	Install street ironwork (metal, plastic, concrete and composite materials) to new and/or reinstated pavements to given working instructions relating to the following: <ul style="list-style-type: none"> <li>– access covers and frames</li> <li>– gully grates and frames.</li> </ul>	
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– confirm the area and location of work, the operations, safety and security requirements including temporary traffic management and immediate area protection</li> <li>– locate the area and position where the street ironwork is to be installed</li> <li>– conform to agreed specifications</li> <li>– remove, take up and set aside street ironworks</li> <li>– confirm the street ironwork, fixing and bedding requirements</li> </ul>	

Title		Installing street ironworks in the workplace ( metal, plastic, concrete and composite materials)		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
7	Comply with the given contract information to install street ironwork (metal, plastic, concrete and composite materials) to the required specification.	7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– work around street furniture</li> <li>– adjust height of existing street ironwork</li> <li>– position, fit, align, level and secure the street ironwork</li> <li>– protect ironwork during curing</li> <li>– return infrastructure to operational status</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– use hand tools, power tools and equipment</li> <li>– use ancillary equipment.</li> </ul>	
		7.5	Describe the needs of other occupations and how to effectively communicate within a team when installing street ironwork (metal, plastic, concrete and composite materials).	
		7.6	Describe how to maintain the tools and equipment used when installing street ironwork (metal, plastic, concrete and composite materials).	

<p><b>Assessor comments and feedback</b></p>
--

K/651/8345	Preparing maintenance response teams' vehicles	Level 2	6 Credits
536v4			

This unit aims to provide learners with the knowledge and practical skills required to prepare maintenance response teams' vehicles to the required specification. It covers interpreting technical and safety information, complying with legislation and organisational procedures, and maintaining safe working practices. Learners will develop competence in carrying out pre-use, pre-driving, and after-use checks, replenishing consumables, and ensuring vehicles and equipment are operational and fit for purpose. The unit also focuses on minimising risks, protecting work areas, meeting deadlines, and effective communication within a team.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
1. Interpret the given information relating to the work and resources when preparing maintenance response teams' vehicles.	1.1 Interpret and extract relevant information from specifications, risk assessments, inventory and/or check sheets, method statements and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– specifications, schedules, method statements, risk assessments, manufacturers' information, verbal, written and graphical instructions, current regulations and official and statutory guidance governing vehicle use on roads, highways and motorways.</li> </ul>			
2. Know how to comply with relevant legislation and official guidance when preparing maintenance response teams' vehicles.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, at height, with tools and equipment, with materials and substances, with movement and storage of materials, by manual handling and mechanical lifting, and when driving vehicles.</li> </ul>			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			

Title		Preparing maintenance response teams' vehicles		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
2	Know how to comply with relevant legislation and official guidance when preparing maintenance response teams' vehicles.	2.4	Describe the types of fire extinguishers available when preparing maintenance response teams' vehicles and describe how and when they are used.	
3	Maintain safe and healthy working practices when preparing maintenance response teams' vehicles.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when preparing maintenance response teams' vehicles.	
		3.2	Demonstrate compliance with given information and relevant legislation when preparing maintenance response teams' vehicles in relation to at least three of the following: <ul style="list-style-type: none"> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– safe use of fire extinguishers, as appropriate to the fire</li> <li>– maintenance of documentation (personal and vehicle)</li> <li>– specific risks to health</li> </ul>	
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to preparing maintenance response teams' vehicles, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>	
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.	
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.	

Title	Preparing maintenance response teams' vehicles				
Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.			
<p>4 Select the required quantity and quality of resources for the methods of work to prepare maintenance response teams' vehicles.</p>	<p>4.1 Select resources associated with own work in relation to replenishable items (consumables), tools and equipment.</p>				
	<p>4.2 Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– maintenance response teams' vehicle and consumables</li> <li>– designated equipment</li> <li>– hand tools, power tools and equipment</li> <li>– documentation.</li> </ul>				
	<p>4.3 Describe how to confirm that the resources and materials conform to the specification.</p>				
	<p>4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported.</p>				
	<p>4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p>				
	<p>4.6 Describe any potential hazards associated with the resources and methods of work.</p>				
	<p>4.7 Describe how identify by calculating, quantity and wastage of resources associated with the method and procedure to prepare maintenance response teams' vehicles.</p>				
<p>5 Minimise the risk of damage to the work and surrounding area when preparing maintenance response teams' vehicles.</p>	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.</p>				
	<p>5.2 Maintain a clear and tidy work space.</p>				
	<p>5.3 Dispose of waste in accordance with current legislation.</p>				
	<p>5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.</p>				
	<p>5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.</p>				

Title		Preparing maintenance response teams' vehicles		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
6	Complete the work within the allocated time when preparing maintenance response teams' vehicles.	6.1	Demonstrate completion of the work within the allocated time.	
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of productivity targets and time scales</li> <li>– how times are estimated</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>	
7	Comply with the given contract information to prepare maintenance response teams' vehicles to the required specification.	7.1	Demonstrate the following work skills when preparing maintenance response teams' vehicles: inspecting, checking, washing, cleaning, replenishing and reporting.	
		7.2	Use and maintain hand tools, power tools and ancillary equipment.	
		7.3	Prepare maintenance response teams' vehicles to given working instructions, relating to the following: <ul style="list-style-type: none"> <li>– complete pre-use checks e.g. coolant, oil, fuel, tyres, lights, indicators</li> <li>– complete pre-driving checks, e.g. security (equipment and passengers), vision (mirrors windscreen and windows), driving position.</li> <li>– designated carried equipment checks</li> <li>– complete motion checks, brakes</li> <li>– complete after use checks on vehicle and equipment.</li> </ul>	
		7.4	Report defects and discrepancies using the appropriate method when preparing maintenance response teams' vehicles.	
		7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– identify and maintain fit for driving levels</li> <li>– conform to agreed specification</li> <li>– maintain the operational status of maintenance response teams' vehicles</li> <li>– maintain the operational status of the vehicles' equipment (cones, signs, lighting, lamps, disc cutter, chain saw</li> </ul>	

Title		Preparing maintenance response teams' vehicles			
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.	
7	Comply with the given contract information to prepare maintenance response teams' vehicles to the required specification.	7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– complete pre-use checks</li> <li>– complete pre-driving checks</li> <li>– complete motion checks</li> <li>– complete after use checks on vehicle and equipment</li> <li>– maintain vehicle records (daily log book, patrol sheets, vehicle and drive sheets)</li> <li>– report defects and discrepancies (vehicle defects sheets, equipment check lists)</li> <li>– complete point of work risk assessments</li> <li>– prepare the vehicle in accordance with prevailing conditions (type of road, daytime, night time, traffic volumes, road surface, visibility, weather conditions)</li> <li>– use hand tools, power tools and equipment.</li> </ul>		
		7.6	Describe the needs of other occupations and how to effectively communicate within a team when preparing maintenance response teams' vehicles.		
		7.7	Describe how to maintain the tools and equipment used when preparing maintenance response teams' vehicles.		

<p><b>Assessor comments and feedback</b></p>
--

L/651/8346	Responding to and assisting with road-related incidents in operational circumstances	Level 2	9 Credits
537v4			

This unit aims to provide learners with the knowledge and practical skills required to respond to and assist with road-related incidents in operational circumstances. It covers interpreting incident information, complying with health, safety and environmental legislation, and maintaining safe working practices. Learners will develop competence in planning and executing incident response activities, using appropriate resources and equipment, and liaising effectively with incident controllers and other stakeholders. The unit also focuses on minimising risks, protecting work areas, meeting deadlines, and accurate reporting in line with organisational and legal requirements.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
1. Interpret the given information relating to the work and resources when responding to and assisting with road-related incidents.	1.1 Interpret and extract relevant information, method statements, risk assessments in relation to the nature, extent and location of the incident.			
	1.2 Extract relevant information to plan assistance for the incident.			
	1.3 Comply with information and/or instructions derived from risk assessments and method statements			
	1.4 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.5 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>- drawings, specifications, schedules,</li> <li>- method statements, risk assessments,</li> <li>- manufacturers' information,</li> <li>- verbal, written and graphical instructions,</li> <li>- current regulations and official and statutory guidance governing work and incidents on motorways, high speed dual carriage ways, rural and urban roads.</li> </ul>			
2 Know how to comply with relevant legislation and official guidance when responding to and assisting with road-related incidents	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>- in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.</li> </ul>			

Title		Responding to and assisting with road-related incidents in operational circumstances			
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.	
2	Know how to comply with relevant legislation and official guidance when responding to and assisting with road-related incidents	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.		
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.		
		2.4	Describe the types of fire extinguishers available when responding to and assisting with road-related incidents and describe how and when they are used.		
3	Maintain safe and healthy working practices when responding to and assisting with road-related incidents.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when responding to and assisting with road-related incidents.		
		3.2	Demonstrate compliance with given information and relevant legislation when responding to and assisting with road-related incidents in relation to at least three of the following: <ul style="list-style-type: none"> <li>- safe use of access equipment</li> <li>- safe use, storage and handling of materials, tools and equipment</li> <li>- safe use of fire extinguishers, as appropriate to the fire</li> <li>- flow and movement of traffic</li> <li>- specific risks to health.</li> </ul>		
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to responding to and assisting with road-related incidents, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>- collective protective measures</li> <li>- personal protective equipment (PPE)</li> <li>- respiratory protective equipment (RPE)</li> <li>- local exhaust ventilation (LEV).</li> </ul>		
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.		
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.		

Title		Responding to and assisting with road-related incidents in operational circumstances		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
4	Select the required quantity and quality of resources for the methods of work to respond to and assist with road-related incidents.	4.1	Select resources associated with own work in relation to materials, components, consumables, tools and equipment.	
		4.2	Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>- traffic signals</li> <li>- temporary traffic management teams</li> <li>- temporary traffic management equipment</li> <li>- lifting equipment and accessories</li> <li>- clean up specialists</li> <li>- highway repair and maintenance teams</li> <li>- highways maintenance and repair materials</li> <li>- hand tools, power tools and equipment.</li> </ul>	
		4.3	Describe how to confirm that the resources and materials conform to the specification.	
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.	
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.	
		4.6	Describe any potential hazards associated with the resources and methods of work.	
		4.7	Describe how to identify by calculation, quantity, length, area and wastage associated with the method and procedure to respond to and assist with road-related incidents.	
5	Minimise the risk of damage to the work and surrounding area when responding to and assisting with road-related incidents.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.	
		5.2	Maintain a clear and tidy work space.	
		5.3	Dispose of waste in accordance with current legislation.	
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.	

Title		Responding to and assisting with road-related incidents in operational circumstances		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
5	Minimise the risk of damage to the work and surrounding area when responding to and assisting with road-related incidents.	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.	
6	Complete the work within the allocated time when responding to and assisting with road-related incidents.	6.1	Demonstrate completion of the work within the allocated time.	
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>- types of productivity targets and time scales</li> <li>- how times are estimated</li> <li>- organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>	
7	Comply with the given contract information to respond to and assist with road-related incidents to the required specification.	7.1	Demonstrate the following work skills when responding to and assisting with road-related incidents: planning, relaying, clearing, controlling, guiding and communicating.	
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.	
		7.3	Respond to and assist with road-related incidents (routine, major or critical) to given working instructions, for at least four of the following: <ul style="list-style-type: none"> <li>- flooding</li> <li>- spillage or debris</li> <li>- infrastructure failure</li> <li>- adverse weather</li> <li>- collision without injury</li> <li>- collision with injury</li> <li>- collision with fatality</li> <li>- terrorist activity.</li> </ul>	
		7.4	Liaise with incident controller and follow instructions ensuring compliance with organisational procedures.	
		7.5	Report on the conclusion of the incident in accordance with current legislation and organisational procedures.	

Title		Responding to and assisting with road-related incidents in operational circumstances				
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.		
7	Comply with the given contract information to respond to and assist with road-related incidents to the required specification.	7.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- assess response and assistance required for specific incidents, flooding, spillage, infrastructure failure, adverse weather, collision without injury, collision with injury, collision with fatality and terrorist activity</li> <li>- conform to agreed specification</li> <li>- complete point of work risk assessments (type of incident, incident duration, traffic speeds and volumes, lighting levels, weather and road geometry)</li> <li>- liaise with incident controllers (emergency services) and follow instructions ensuring compliance with organisational procedures (visual, oral and electronic)</li> <li>- deal with prevailing conditions, type of road, time of day, traffic volume, road surface, visibility, weather conditions</li> <li>- prioritise activities</li> <li>- adhere to response times</li> <li>- apply the principles of equality and diversity</li> <li>- report on the conclusion of the incident in accordance with current legislation and organisational procedures</li> <li>- use hand tools, power tools and equipment</li> <li>- install and operate lighting equipment</li> <li>- recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>- work at height</li> <li>- use access equipment</li> <li>- working with, around and in close proximity to plant and machinery</li> <li>- record details of the incident and complete organisational documentation (site sketch, photographs, incident report forms, emails, accident and emergency report).</li> </ul>			

<b>Title</b>		Responding to and assisting with road-related incidents in operational circumstances		
<b>Learning outcome. The learner will:</b>		<b>Assessment criteria. The learner can:</b>		<b>Evidence Ref No.</b>
7	Comply with the given contract information to respond to and assist with road-related incidents to the required specification.	7.7	- Describe the needs of other occupations and how to effectively communicate within a team when responding to and assisting with road-related incidents.	
		7.8	- Describe how to maintain the tools and equipment used when responding to and assisting with road-related incidents.	

**Assessor comments and feedback**

M/651/8347	Installing and removing emergency temporary traffic management on motorways, high speed dual carriageways or rural and urban roads	Level 2	8 Credits
538v5			

This unit aims to provide learners with the knowledge and practical skills required to install and remove emergency temporary traffic management systems on motorways, high-speed dual carriageways, and rural or urban roads. It covers interpreting technical and safety information, complying with legislation and organisational procedures, and maintaining safe working practices. Learners will develop competence in selecting and using appropriate resources, planning and implementing traffic management measures, and ensuring operational integrity during incidents. The unit also focuses on minimising risks, protecting work areas, meeting deadlines, and effective communication with incident controllers and other stakeholders.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
1. Interpret the given information relating to the work and resources when installing and removing emergency temporary traffic management.	1.1 Interpret and extract relevant information from instructions, drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>- drawings, specifications, schedules,</li> <li>- method statements, risk assessments,</li> <li>- manufacturers' information,</li> <li>- verbal, written and graphical instructions,</li> <li>- current regulations and official guidance governing work on motorways, high speed dual carriage ways, rural and urban roads.</li> </ul>			
2 Know how to comply with relevant legislation and official guidance when installing and removing emergency temporary traffic management.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>- in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.</li> </ul>			

Title	Installing and removing emergency temporary traffic management on motorways, high speed dual carriageways or rural and urban roads				
Learning outcome. The learner will:	Assessment criteria. The learner can:			Evidence Ref No.	
2 Know how to comply with relevant legislation and official guidance when installing and removing emergency temporary traffic management.	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.				
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.				
	2.4 Describe the types of fire extinguishers available when installing and removing emergency temporary traffic management and describe how and when they are used.				
3 Maintain safe and healthy working practices when installing and removing emergency temporary traffic management.	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing and removing emergency temporary traffic management.				
	3.2 Demonstrate compliance with given information and relevant legislation when installing and removing emergency temporary traffic management in relation to the following: <ul style="list-style-type: none"> <li>- safe use, storage and handling of materials, tools and equipment</li> <li>- flow and movement of traffic</li> <li>- completed point of work risk assessments</li> <li>- specific risks to health</li> </ul>				
	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing and removing emergency temporary traffic management, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>- collective protective measures</li> <li>- personal protective equipment (PPE)</li> <li>- respiratory protective equipment (RPE)</li> <li>- local exhaust ventilation (LEV).</li> </ul>				
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.				

Title	Installing and removing emergency temporary traffic management on motorways, high speed dual carriageways or rural and urban roads				
Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.			
3 Maintain safe and healthy working practices when installing and removing emergency temporary traffic management.	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.				
4 Select the required quantity and quality of resources for the methods of work to install and remove emergency temporary traffic management.	4.1 Select resources associated with own work in relation to materials, components, tools and equipment.				
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>- traffic control equipment (cones, signs, lights, lamps, guards and barriers)</li> <li>- communication equipment</li> <li>- hand tools, power tools and equipment.</li> </ul>				
	4.3 Describe how to confirm that the resources and materials conform to the specification.				
	4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported.				
	4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.				
	4.6 Describe any potential hazards associated with the resources and methods of work.				
	4.7 Describe how to identify by calculation, quantity, length, area and wastage associated with the method and procedure to install and remove emergency temporary traffic management.				
5 Minimise the risk of damage to the work and surrounding area when installing and removing emergency temporary traffic management.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.				
	5.2 Maintain a clean and tidy work space.				
	5.3 Dispose of waste in accordance with current legislation.				
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.				

Title		Installing and removing emergency temporary traffic management on motorways, high speed dual carriageways or rural and urban roads		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
5	Minimise the risk of damage to the work and surrounding area when installing and removing emergency temporary traffic management.	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.	
6	Complete the work within the allocated time when installing and removing emergency temporary traffic management.	6.1	Demonstrate completion of the work within the allocated time.	
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>- types of productivity targets and time scales</li> <li>- how times are estimated</li> <li>- organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>	
7	Comply with the given contract information to install and remove emergency temporary traffic management to the required specification.	7.1	Demonstrate the following work skills when installing and removing emergency temporary traffic management: <ul style="list-style-type: none"> <li>- planning</li> <li>- locating</li> <li>- setting out</li> <li>- positioning</li> <li>- installing</li> <li>- maintaining and removing.</li> </ul>	
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment	
		7.3	Install and remove emergency temporary traffic management to given working instructions on motorways, high speed dual carriage ways or rural and urban roads: <ul style="list-style-type: none"> <li>- select and prepare materials, components and equipment</li> <li>- unload and load temporary traffic management equipment</li> <li>- co-ordinate communications and procedures for setting up and maintaining the emergency temporary traffic management</li> <li>- maintain the operational integrity of the emergency temporary traffic management components and equipment while in use.</li> </ul>	

Title	Installing and removing emergency temporary traffic management on motorways, high speed dual carriageways or rural and urban roads		
Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.	
<p>7 Comply with the given contract information to install and remove emergency temporary traffic management to the required specification.</p>	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- liaise with incident controllers (police, ambulance, fire, highways agency, local authority)</li> <li>- conform to the agreed specifications</li> <li>- apply the principles of incident control including survey, assess, disseminate, casualties, hazards, access, location, emergency services and type (SADCHALET)</li> <li>- identify a setting down location</li> <li>- control the flow of traffic</li> <li>- protect the scene of the incident from contamination, danger or damage by position of the incident support vehicle and controlling traffic flow</li> <li>- deal with displaced and damaged equipment</li> <li>- select and prepare materials, components and equipment</li> <li>- unload and load traffic management equipment</li> <li>- install and remove emergency temporary traffic management systems</li> <li>- co-ordinate communications and procedures for setting up and maintaining the emergency temporary traffic management</li> <li>- maintain the operational integrity of the emergency temporary traffic management components and equipment while in use</li> <li>- apply compliant relief measures, trapped traffic, reverse flow, road closure, diversion, lane restrictions</li> <li>- record and communicate the resolution of the incident and the removal of the emergency temporary traffic management</li> <li>- return infrastructure to operational status</li> </ul>		



K/651/8354	Excavate, prepare and form foundations for vehicle restraint systems	Level 2	5 Credits
Fe8			

This unit aims to provide learners with the knowledge and practical skills required to excavate, prepare, and form foundations for vehicle restraint systems in the workplace. It covers working safely in line with legislation and codes of practice, minimising environmental impact, and disposing of waste responsibly. Learners will develop competence in selecting and using appropriate tools and equipment, excavating ground to specification, and placing and compacting concrete to form foundations. The unit also focuses on supporting future installations, understanding traffic management requirements, and applying correct procedures when encountering uncharted services or substructures.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
1. Be able to work safely in line with legislation and codes of practice	1.1 Carry out work in accordance with relevant health and safety legislation			
	1.2 Carry out work in a manner which causes minimal disturbance to the surrounding area			
	1.3 Dispose of waste and excess materials safely			
	1.4 Ensure a safe work area is established and maintained			
2. Be able to excavate ground for vehicle restraint systems	2.1 Carry out all work in accordance with instructions and specifications			
	2.2 Select and prepare tools, equipment and resources ready for use			
	2.3 Use recommended working practices to excavate ground to required specifications			
3. Be able to form foundations for vehicle restraint systems	3.1 Place concrete and compact to form for foundation of specified strength, size, profile and finish			
	3.2 Establish appropriate provision to support the future installation of posts			
4. Know the relevant legislation and codes of practice	4.1 Outline the health and safety requirements associated with excavation work			
	4.2 Outline the health and safety requirements associated with sign and barrier installation including permits-to-work schemes			
	4.3 Describe the legal requirements controlling the disposal of waste and excess materials			
	4.4 Outline the potential impact of your work on the surrounding area and how to minimise this			
	4.5 State the reasons for traffic management when working adjacent to highways and other transport systems			
	4.6 Describe what signs and protective barriers may be used during installation works			

<b>Title</b>		Excavate, prepare and form foundations for vehicle restraint systems			
<b>Learning outcome. The learner will:</b>		<b>Assessment criteria. The learner can:</b>		<b>Evidence Ref No.</b>	
5	Know how to excavate foundations for vehicle restraint systems	5.1	Describe where to obtain instructions on how to carry out your work		
		5.2	Describe the equipment used for excavating post holes and strip trenches		
		5.3	Outline the procedures to follow when uncharted services or substructures are located		
		5.4	Outline the procedures to follow if services or substructures are damaged		
		5.5	Explain how and when temporary supports should be used to support excavations		
		5.6	Outline the precautions to take when shafts or hidden substructures are located		
6	Know how to excavate foundations for vehicle restraint systems	6.1	Describe the methods and ratios used for mixing, placing, compacting, finishing and curing concrete		
		6.2	Describe the methods used for forming pockets in concrete for future fixing		
		6.3	Describe the techniques used for casting-in fixing items		

<p><b>Assessor comments and feedback</b></p>
--

L/651/8355	Place and fix vehicle restraint systems	Level 2	12 Credits
Fe9			

This unit aims to provide learners with the knowledge and practical skills required to place and fix vehicle restraint systems in the workplace. It covers working safely in line with legislation and codes of practice, minimising environmental impact, and disposing of waste responsibly. Learners will develop competence in selecting and preparing tools and resources, positioning and fixing posts, assembling and tensioning vehicle restraint systems, and maintaining protective finishes. The unit also focuses on understanding traffic management requirements, handling components correctly, and applying methods to ensure structural integrity and compliance with specifications.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
1. Be able to work safely in line with legislation and codes of practice	1.1 Carry out work in accordance with relevant health and safety legislation			
	1.2 Carry out work in a manner which causes minimal disturbance to the surrounding area			
	1.3 Dispose of waste and excess materials safely			
	1.4 Ensure a safe work area is established and maintained			
2. Be able to place and fix posts and vehicle restrain systems	2.1 Carry out all work in accordance with instructions and specifications			
	2.2 Select and prepare tools, equipment and resources ready for use			
	2.3 Obtain fence components of specified type, material, quality and grade			
	2.4 Position and fix permanent supports at specified lines, levels and angles			
	2.5 Assemble vehicle restraint systems to meet specifications			
	2.6 Position, tension and securely fix assembled components at specified lines and levels			
	2.7 Maintain the integrity of protective finishes during fixing			
3. Know the relevant legislation and codes of practice	3.1 Outline the health and safety requirements associated with sign and barrier installation including permits-to-work schemes			
	3.2 Describe the legal requirements controlling the disposal of waste and excess materials			
	3.3 Outline the potential impact of your work on the surrounding area and how to minimise this			
	3.4 State the reasons for traffic management when working adjacent to highways and other transport systems			

<b>Title</b>		Place and fix vehicle restraint systems			
<b>Learning outcome. The learner will:</b>		<b>Assessment criteria. The learner can:</b>		<b>Evidence Ref No.</b>	
3	Know the relevant legislation and codes of practice	3.5	Describe what signs and protective barriers may be used during installation works		
4	Know how to place and fix vehicle restraint systems	4.1	Describe where to obtain instructions on how to carry out your work		
		4.2	Describe the methods used for assembling fencing and fencing components		
		4.3	Describe different vehicle safety fencing systems and their components		
		4.4	Describe how to handle and position posts		
		4.5	Outline the methods used for providing temporary supports and aligning and levelling posts set in concrete		
		4.6	State the reasons for, and methods of, setting posts to allow for tensioning		
		4.7	Describe backfill and methods of consolidation		
		4.8	Outline the precautions to take to avoid distortion during the tensioning process		
		4.9	Describe how to fix fence materials to posts		
		4.10	Describe different types of protective finishes		
		4.11	Describe how to deal with difficulties experienced during work		
		4.12	Outline the reasons for using transitions and how they are installed		
		4.13	Describe the use of a terminal and how they are installed		

**Assessor comments and feedback**

J/651/8344	Preparing and operating plant or machinery to sweep, clean or clear the workplace	Level 2	13 Credits
761v2			

This unit aims to provide learners with the knowledge and practical skills required to prepare and operate plant or machinery to sweep, clean, or clear in the workplace. It covers interpreting technical and safety information, organising work sequences, and complying with health, safety and environmental legislation. Learners will develop competence in selecting and using appropriate resources, setting up and operating plant or machinery for sweeping and cleaning tasks, and maintaining equipment. The unit also focuses on minimising risks, protecting work areas, meeting deadlines, and effective communication within a team.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
1. Interpret the given information relating to the preparation and use of plant or machinery to sweep, clean or clear.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>- drawings, specifications, schedules</li> <li>- method statements, risk assessments</li> <li>- work instructions, manufacturers' information</li> <li>- waste carriers register and current regulations governing the operation of plant or machinery.</li> </ul>			
2. Organise with others the sequence and operation in which sweeping, cleaning or clearing operations using plant or machinery are to be carried out.	2.1 Organise the work according to given information or instructions.			
	2.2 Describe how to communicate ideas between team members.			
	2.3 Organise and communicate with team members and other associated occupations.			
	2.4 Describe how to organise resources prior to and during sweeping, cleaning or clearing operations with plant or machinery.			

Title	Preparing and operating plant or machinery to sweep, clean or clear the workplace				
Learning outcome. The learner will:	Assessment criteria. The learner can:			Evidence Ref No.	
<p>3 Know how to comply with relevant legislation and official guidance when carrying out sweeping, cleaning or clearing operations.</p>	<p>3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working:</p> <ul style="list-style-type: none"> <li>- in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>				
	<p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.</p>				
	<p>3.3 Explain what the accident reporting procedures are and who is responsible for making reports.</p>				
<p>4 Maintain safe and healthy working practices when preparing for and operating plant or machinery to sweep, clean or clear.</p>	<p>4.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during sweeping, cleaning or clearing operations.</p>				
	<p>4.2 Demonstrate compliance with given information and relevant legislation when carrying out sweeping, cleaning or clearing operations using plant or machinery in relation to the following:</p> <ul style="list-style-type: none"> <li>- safe use and storage of plant or machinery</li> <li>- safe use and storage of tools and equipment</li> <li>- specific risks to health.</li> </ul>				
	<p>4.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to plant or machinery use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>- collective protective measures</li> <li>- personal protective equipment (PPE)</li> <li>- respiratory protective equipment (RPE)</li> <li>- local exhaust ventilation (LEV).</li> </ul>				
	<p>4.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.</p>				

Title		Preparing and operating plant or machinery to sweep, clean or clear the workplace		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
4	Maintain safe and healthy working practices when preparing for and operating plant or machinery to sweep, clean or clear.	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.	
5	Request and select the required quantity and quality of resources to prepare for and carry out sweeping, cleaning or clearing operations using plant or machinery.	5.1	Request and select resources associated with sweeping, cleaning or clearing operations in relation to consumables, materials, tools, ancillary equipment and accessories.	
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>- consumables</li> <li>- brushes, hoses and nozzles</li> <li>- hand tools, ancillary equipment and accessories.</li> </ul>	
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.	
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.	
		5.5	Describe any potential hazards associated with the resources and methods of work.	
		5.6	Describe how to identify weight, bearing, pressure, quantity, length and area associated with the method/procedures to operate plant or machinery for sweeping, cleaning or clearing operations.	
6	Minimise the risk of damage to the work and surrounding area when preparing for and operating plant or machinery to sweep, clean or clear.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.	
		6.2	Prevent damage and maintain a clean work space.	
		6.3	Dispose of waste in accordance with current legislation.	
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.	

Title		Preparing and operating plant or machinery to sweep, clean or clear the workplace		
Learning outcome. The learner will:		Assessment criteria. The learner can:		Evidence Ref No.
6	Minimise the risk of damage to the work and surrounding area when preparing for and operating plant or machinery to sweep, clean or clear.	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.	
7	Complete the work within the allocated time when preparing to and operating plant or machinery to sweep, clean or clear.	7.1	Demonstrate completion of the work within the allocated time.	
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>- types of progress charts, timetables and estimated times</li> <li>- organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>	
8	Comply with the given contract information to operate plant or machinery to sweep, clean or clear to the required specification.	8.1	Demonstrate the following work skills when preparing for, and operating plant or machinery to sweep, clean or clear: <ul style="list-style-type: none"> <li>- checking, preparing, refilling, replenishing, setting up, aligning, engaging, adjusting, maneuvering, emptying, washing out, clearing and cleaning.</li> </ul>	
		8.2	Use and maintain hand tools and ancillary equipment.	
		8.3	Prepare, set up and operate plant or machinery to sweep and carry out two or more of the following operations to given working instructions: <ul style="list-style-type: none"> <li>- tipping of lifted materials</li> <li>- scrub clean</li> <li>- hose clean, wet sweep</li> <li>- pressure wash clean</li> <li>- empty or clear by suction</li> <li>- blow clear.</li> </ul>	
		8.4	Shut down and secure plant or machinery.	
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>- identify the characteristics of the plant, machinery and equipment used to sweep, clean and clear</li> <li>- liaise with site representative</li> <li>- complete pre-use and post stop checks for sweeper, cleaner, clearer and ancillary equipment</li> <li>- carry out functional checks</li> </ul>	

Title	Preparing and operating plant or machinery to sweep, clean or clear the workplace			
Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No.		
<p>8 Comply with the given contract information to operate plant or machinery to sweep, clean or clear to the required specification.</p>	<p>8.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- identify the area to be swept, cleaned and cleared</li> <li>- check to avoid damage to structures, utilities service apparatus, vehicles, people and animals</li> <li>- prepare, set up and adjust for operational requirements, safety and security</li> <li>- operate plant, machinery and equipment; gears, clutch, brake, steering, reversing aids, speed and position for sweeping, cleaning and clearing patterns, sequences and operations</li> <li>- monitor operations making use of audio and visual aids</li> <li>- identify and deal with waste streams</li> <li>- empty and discharge hopper and dispose of lifted materials</li> <li>- recognise and avoid fly tipping</li> <li>- form stockpiles</li> <li>- replenish, refill water from remote hydrants</li> <li>- monitor brush wear</li> <li>- recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>- be on the public highway</li> <li>- deal with spills of oil, diesel, petrol and chemicals</li> <li>- washout hopper</li> <li>- operate in various conditions, day, night, low light, restricted visibility, changing weather conditions</li> <li>- shut down and secure plant or machinery</li> <li>- use hand tools, ancillary equipment and accessories.</li> </ul>			
	<p>8.6 Describe the needs of other occupations and how to effectively communicate within a team when preparing for and operating plant or machinery to sweep, clean or clear.</p>			

<b>Title</b>	Preparing and operating plant or machinery to sweep, clean or clear the workplace				
<b>Learning outcome. The learner will:</b>	<b>Assessment criteria. The learner can:</b>			<b>Evidence Ref No.</b>	
8 Comply with the given contract information to operate plant or machinery to sweep, clean or clear to the required specification.	8.7	Describe how to maintain the plant or machinery, hand tools, ancillary equipment and accessories used to sweep, clean or clear.			

<b>Assessor comments and feedback</b>

# NOTES

GQA Qualifications, Unit 1, 12 O'Clock Court, Attercliffe Road, Sheffield, S4 7WW  
Tel: 0114 272 0033/272 0080  
Email: [info@gqaqualifications.com](mailto:info@gqaqualifications.com) Website: [www.gqaqualifications.com](http://www.gqaqualifications.com)