Level 2 NVQ Diploma in Specialist Concrete Operations – (Construction)

Qualification Specification

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Introduction

The aim of this qualification is to recognise the knowledge, skills and competence demonstrated by an individual in the workplace. Completion of one of the pathways provides the opportunity for individuals to demonstrate their competence in specialist concrete occupations.

The awarding organisation for this qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual). The specification for these qualifications has been approved by the Welsh Government for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

This qualification has been accredited onto the Regulated Qualifications Framework (RQF).

Qualification Profile

Qualification title	**ProQual Level 2 NVQ Diploma in Specialist Concrete Operations (Construction)**
Ofqual qualification number	601/6795/6
Level	Level 2
Total qualification time	500 hours
Guided learning hours	167
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	1/8/15
Qualification end date	

Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

Qualification Structure

Candidates must achieve 39 credits by completing all of the Mandatory units and one pathway. Learners may also complete **additional** units, but these will not be counted towards the qualification.

Mandatory Units				
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**	**GLH**
A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	1	2	7
J/503/1169	Conforming to Productive Working Practices in the Workplace	2	3	10
F/503/1171	Moving, Handling and Storing Resources in the Workplace	2	5	17
T/503/9560	Establishing Work Area Protection and Safety in the Workplace	2	10	33

Pathways:

Pathway 1 – Concrete Repair
Pathway 2 – In Situ Flooring – Concrete Finisher
Pathway 3 – In Situ Flooring – Plant Operator
Pathway 4 – Background Preparation and Profiling
Pathway 5 – Sprayed Concrete
Pathway 6 – Decorative Concrete
Pathway 7 – Concrete Drilling
Pathway 8 – Concrete Sawing
Pathway 9 – Concrete Drilling and Sawing
Pathway 10 – In Situ Flooring - Screed
Pathway 11 – In Situ Flooring - Resin
Pathway 12 – In Situ Flooring - Concrete Layer

Pathway 1 – Concrete Repair

Mandatory Units – complete both units				
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**	**GLH**
L/600/6820	Surveying Degraded Concrete Structures in the Workplace	2	16	53
Y/600/6822	Applying Materials to Repair Concrete in the Workplace	2	14	47
Additional Unit				
K/600/6825	Applying Coatings as Structure Protection in the Workplace	2	13	43

Pathway 2 – In Situ Flooring – Concrete Finisher

Mandatory Units – complete both units				
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**	**GLH**
T/600/7007	Preparing Areas for Concrete Flooring in the Workplace	2	14	47
F/600/7012	Applying Surface Finishes to Concrete Flooring in the Workplace	2	13	43
Additional Unit				
D/600/6921	Forming Saw Cuts in Structural Fabric Material in the Workplace	2	19	63

Pathway 3 – In Situ Flooring – Concrete Plant Operator

Optional Units – complete ONE unit				
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**	**GLH**
J/601/1580	Preparing and Operating Ride-on Topping Spreaders to Distribute Materials in the Workplace	2	30	100
M/601/1640	Preparing and Operating Ride-on Laser Screeders to Level Concrete in the Workplace	2	40	130
Additional Unit				
D/600/6921	Forming Saw Cuts in Structural Fabric Material in the Workplace	2	19	63

Pathway 4 – Background Preparation and Profiling

Mandatory Units				
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**	**GLH**
L/600/7014	Preparing and/or Profiling Substrates in the Workplace	2	15	50
D/600/8099	Preparing and Operating Specialised Powered Tools and Equipment in the Workplace	2	4	13

Pathway 5 – Sprayed Concrete

Mandatory Units				
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**	**GLH**
M/600/6826	Preparing Substrate for Sprayed Concrete in the Workplace	2	12	40
T/503/9915	Providing Structural Support by Sprayed Concrete in the Workplace	2	16	53

Pathway 6 – Decorative Concrete

Mandatory Units				
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**	**GLH**
F/600/6829	Preparing Backgrounds Prior to Laying Decorative Concrete in the Workplace	2	12	40
F/600/6832	Placing Concrete and Producing a Decorative Finish in the Workplace	2	18	60
L/600/8101	Setting Out Secondary Dimensional Work Control in the Workplace	2	8	27
M/503/9623	Installing Street Ironwork in the Workplace	2	9	30
Additional Unit				
R/600/6835	Applying Specialist Finishes to Concrete in the Workplace	2	20	67

Pathway 7 – Concrete Drilling

Mandatory Units				
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**	**GLH**
Y/600/6836	Reshaping Using Hand Sawing Techniques in the Workplace	2	21	70
Y/600/6920	Forming Drill Holes or Core in the Structural Fabric in the Workplace	2	18	60
Additional Units				
M/600/6924	Carrying Out Concrete Bursting Operations in the Workplace	2	16	53
F/600/6930	Carrying Out Concrete Crushing Operations in the Workplace	2	14	47
M/600/6941	Carrying Out Wire Sawing of Concrete in the Workplace	2	16	53
D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	2	8	27

Pathway 8 – Concrete Sawing

Mandatory Units				
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**	**GLH**
Y/600/6836	Reshaping Using Hand Sawing Techniques in the Workplace	2	21	70
D/600/6921	Forming Saw Cuts in Structural Fabric Material in the Workplace	2	19	63
Additional Units				
M/600/6924	Carrying Out Concrete Bursting Operations in the Workplace	2	16	53
F/600/6930	Carrying Out Concrete Crushing Operations in the Workplace	2	14	47
M/600/6941	Carrying Out Wire Sawing of Concrete in the Workplace	2	16	53
D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	2	8	27

Pathway 9 – Concrete Drilling and Sawing

Mandatory Units				
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**	**GLH**
Y/600/6836	Reshaping Using Hand Sawing Techniques in the Workplace	2	21	70
Y/600/6920	Forming Drill Holes or Core in the Structural Fabric in the Workplace	2	18	60
D/600/6921	Forming Saw Cuts in Structural Fabric Material in the Workplace	2	19	63
Additional Units				
M/600/6924	Carrying Out Concrete Bursting Operations in the Workplace	2	16	53
F/600/6930	Carrying Out Concrete Crushing Operations in the Workplace	2	14	47
M/600/6941	Carrying Out Wire Sawing of Concrete in the Workplace	2	16	53
D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	2	8	27

Pathway 10 – In Situ Flooring – Screed

Mandatory Units				
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**	**GLH**
K/600/6999	Preparing Backgrounds for Screed and Resin Floors in the Workplace	2	12	40
D/600/7003	Laying Screed Floors in the Workplace	2	16	53
Additional Unit				
D/600/6921	Forming Saw Cuts in Structural Fabric Material in the Workplace	2	19	63

Pathway 11 – In Situ Flooring – Resin

Mandatory Units				
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**	**GLH**
K/600/6999	Preparing Backgrounds for Screed and Resin Floors in the Workplace	2	12	40
M/600/7006	Laying Resin Floors in the Workplace	2	16	53
Additional Unit				
D/600/6921	Forming Saw Cuts in Structural Fabric Material in the Workplace	2	19	63

Pathway 12 – In Situ Flooring – Concrete Layer

Mandatory Units				
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**	**GLH**
T/600/7007	Preparing Areas for Concrete Flooring in the Workplace	2	14	47
F/600/7009	Manually Placing In Situ Concrete Flooring in the Workplace	2	13	43
Additional Unit				
D/600/6921	Forming Saw Cuts in Structural Fabric Material in the Workplace	2	19	63

Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

Staff
Staff delivering this qualification must be appropriately qualified and occupationally competent.

Assessors/Internal Quality Assurance
For each competence-based unit centres must be able to provide at least one assessor and one internal quality assurance verifier who are suitably qualified for the specific occupational area. Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or verifier qualifications, such as:

- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Award in the Internal Quality Assurance of Assessment Processes and Practices
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

Assessment

Candidates must demonstrate the level of knowledge described in the unit. Assessment is the process of measuring a candidate's knowledge and understanding against the standards set in the qualification.

Each candidate is required to produce evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- assignments/projects/reports
- worksheets
- portfolio of evidence
- record of oral and/or written questioning
- candidate test papers

Learning outcomes set out what a candidate is expected to know, understand or be able to do.

Assessment criteria specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria for this qualification can be found from page 13.

Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Certification

Candidates who achieve the required credits for qualifications will be awarded:

- A certificate listing the unit achieved with its related credit value, and
- A certificate giving the full qualification title -

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Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the required number of credits for a qualification. All certificates will be issued to the centre for successful candidates.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

Learning Outcomes and Assessment Criteria
Unit A/503/1170
Conforming to General Health, Safety and Welfare in the Workplace

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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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: – dealing with accidents and emergencies associated with the work and environment – methods of receiving or sourcing information

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			– reporting – stopping work – evacuation – fire risks and safe exit procedures – consultation and feedback.
		3.7	State the appropriate types of fire extinguishers relevant to the work.
		3.8	State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.
4	Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	4.1	Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.
		4.2	State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: – recognising when to stop work in the face of serious and imminent danger to self and/or others – contributing to discussions and providing feedback – reporting changed circumstances and incidents in the workplace – complying with the environmental requirements of the workplace.
		4.3	Give examples of how 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: – during the working day – on completion of the day's work – for unauthorised personnel (other operatives and the general public) – for theft.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	5.2	State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.

Unit J/503/1169
Conforming to Productive Working Practices in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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: – using resources for own and other's work requirements – allocating appropriate work to employees – organising the work sequence – reducing carbon emissions.
		2.4	Describe how to contribute to zero/low carbon work outcomes within the built environment.
3	Maintain relevant records in accordance with the organisational procedures.	3.1	Complete relevant documentation according to the occupation as required by the organisation.
		3.2	Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: – job cards – worksheets – material/resource lists – time sheets.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		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: – individuals – customer and operative – operative and line management – own and other occupations.
		4.4	Describe why it is important to work effectively with line management, colleagues and customers.
		4.5	Describe how working relationships could have an effect on productive working.
		4.6	Describe how to apply principles of equality and diversity when communicating and working with others.

Unit F/503/1171
Moving, Handling and Storing Resources in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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: – in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	Explain what the accident reporting procedures are and who is responsible for making the reports.
		2.4	State the appropriate types of fire extinguishers relevant to the work.
		2.5	Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
3	Maintain safe working practices when moving, handling and/or storing resources.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources.
		3.2	Use lifting aids safely as appropriate to the work.
		3.3	Protect the environment in accordance with safe working practices as appropriate to the work.
		3.4	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
		3.5	Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
		3.6	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.	4.1	Select the relevant resources to be moved, handled and/or stored, associated with own work.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: – lifting and handling aids – container(s) – fixing, holding and securing systems.
		4.3	Describe how the resources should be handled and how any problems associated with the resources are reported.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		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 out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when moving, handling and/or storing resources.	6.1	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: – progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given occupational resource information to move, handle and/or store resources to the required guidance.	7.1	Demonstrate the following work skills when moving, handling and/or storing occupational resources: – moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques.
		7.2	Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following:

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	– sheet material – loose material – bagged or wrapped material – ragile material – tools and equipment – components – liquids.
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources.
	7.4 Describe the needs of other occupations when moving, handling and/or storing resources.

Unit T/503/9560
Establishing Work Area Protection and Safety in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when establishing work area protection and safety.	1.1	Interpret and extract relevant information from drawings, plans, risk assessments, method statements, specifications, schedules, site inspections and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, plans, risk assessments, method statements, specifications, schedules, site inspection reports, manufacturers' information, regulations and official guidance associated with protecting work areas.
2	Know how to comply with relevant legislation and official guidance when establishing work area protection and safety.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe and healthy working practices when establishing work area protection and safety.	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when establishing work area protection and safety.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Comply with information relating to specific risks to health when establishing work area protection and safety.
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to establishing work area protection and safety, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to establish work area protection and safety.	4.1	Select resources associated with own work in relation to materials, components and fixings, and tools and equipment.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – safety and security barriers – protection and safety notices – temporary structures – signs and lighting – hand and/or powered tools and equipment.
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and methods of work.
		4.6	Describe how to calculate quantity, length and area associated with the method/procedure to establish work area protection and safety.
5	Minimise the risk of damage to the work and surrounding area when establishing work area protection and safety.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with current legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when establishing work area protection and safety.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to	7.1	Demonstrate the following work skills when establishing work area protection and safety:

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
establish work area protection and safety to the required specification.		– measuring, setting out, positioning, assembling, constructing, securing and dismantling.
	7.2	Install, maintain and remove temporary protection and safety arrangements for the work area, to given working instructions, relating to barriers/temporary structures and one of the following: – protection and safety notices – safety lighting.
	7.3	Safely use materials, hand tools, portable power tools and ancillary equipment.
	7.4	Safely store the materials, tools and equipment used when establishing work area protection and safety.
	7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – plan for the protection and the safety of the work and surrounding environment – install, check and maintain the protection and safety equipment – dismantle and remove protection and safety equipment – install safety notices – install lighting systems – use hand tools, power tools and equipment – work at height – use access equipment.
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when establishing work area protection and safety.
	7.7	Describe how to maintain the tools and equipment used when establishing work area protection and safety.

Unit L/600/6820
Surveying Degraded Concrete Structures in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when surveying degraded concrete structures.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information, method statements and regulations.
2	Know how to comply with relevant legislation and official guidance when surveying degraded concrete structures.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when surveying degraded concrete structures.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when surveying degraded concrete structures.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to the surveying of degraded concrete structures, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to survey degraded concrete structures	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – hammer, dust sampler, phenolphthalein, cover meter – hand and/or powered tools and equipment.
		4.2	Select resources associated with own work in relation to materials, components, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to survey degraded concrete structures.
5	Minimise the risk of damage to the work and surrounding area when surveying degraded concrete structures.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		5.5	State why the disposal of waste should be carried out in relation to the work.
6	Complete the work within the allocated time when surveying degraded concrete structures.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to survey degraded concrete structures to the required specification.	7.1	Demonstrate the following work skills when surveying degraded concrete structures: – measuring, marking out, protecting, preparing, testing, recording and reporting.
		7.2	Survey the degraded concrete by visual, mechanical and chemical means, to contractor's working instructions, to: – identify defective concrete – test the defective concrete – record and report results.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – position and prepare survey equipment – use the equipment to detect/sample dust, decay/damage, cracking, carbonisation, reinforcement corrosion, cover reinforcement – record and report results – use hand tools, power tools and equipment – work at height – use access equipment.
		7.4	Safely use and store hand tools, portable power tools and ancillary equipment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.5	State the needs of other occupations and how to communicate within a team when surveying degraded concrete structures.
	7.6	Describe how to maintain the tools and equipment used when surveying degraded concrete structures.

Unit Y/600/6822
Applying Materials to Repair Concrete in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when applying materials to repair concrete.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information and regulations.
2	Know how to comply with relevant legislation and official guidance when applying materials to repair concrete.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when applying materials to repair concrete.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when applying materials to repair concrete.
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			applying materials to repair concrete, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to apply materials to repair concrete.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – formwork, repair compounds, aggregates, cements, additives, reinforcement, primers, bonding agents and membranes – saws, drills, mixers and sprayers – hand tools and/or ancillary equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to apply materials to repair concrete.
5	Minimise the risk of damage to the work and surrounding area when applying materials to repair concrete.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		5.5	State why the disposal of waste should be carried out in relation to the work.
6	Complete the work within the allocated time when applying materials to repair concrete.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to apply materials to repair concrete to the required specification.	7.1	Demonstrate the following work skills when applying materials to repair concrete: – measuring, marking out, locating, protecting, breaking out, cleaning, replacing, erecting, mixing, applying, finishing and curing.
		7.2	Repair degraded concrete to contractor's working instructions to: – prepare backgrounds – apply primers, bonding agents and repair compounds – replace steel reinforcement – erect and dismantle shutters – record and report repairs carried out.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – locate services and protect adjacent areas – break out defective concrete – clean concrete and steel – replace steel reinforcement – erect and dismantle shutters – apply primers and bonding agents – mix and apply repair compounds – finish and cure – use hand tools, power tools and equipment

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– work at height – use access equipment.
	7.4	Safely use and store hand tools, portable power tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when applying materials to repair concrete.
	7.6	Describe how to maintain the tools and equipment used when applying materials to repair concrete.

Unit K/600/6825
Applying Coatings as Structure Protection in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when applying coatings as structure protection.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information and regulations governing buildings.
2	Know how to comply with relevant legislation and official guidance when applying coatings as structure protection.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when applying coatings as structure protection.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when applying coatings as structure protection.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to applying coatings as structure protection, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to apply coatings as structure protection.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – thinners, primers and coatings – hand and/or powered tools, testing equipment and ancillary equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to apply coatings as structure protection.
5	Minimise the risk of damage to the work and surrounding area when applying coatings as structure protection.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		5.5	State why the disposal of waste should be carried out in relation to the work.
6	Complete the work within the allocated time when applying coatings as structure protection.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to apply coatings as structure protection to the required specification.	7.1	Demonstrate the following work skills when applying coatings as structure protection: – measuring, marking out, locating, preparing, mixing, applying, testing, curing and disposing.
		7.2	Prepare substrates and apply coatings to contractor's working instructions to: – clean and prepare surface to be coated – mix and apply coatings – cure and test applied coatings – dispose of hazardous waste.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – locate/mark out the area to be coated – select the materials to be applied – prepare the substrate – mix and apply coatings – test applied thickness – cure if necessary – clean equipment – use hand tools, power tools and equipment – work at height – use access equipment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.4	Safely use and store hand tools, portable power tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when applying coatings as structure protection.
	7.6	Describe how to maintain the tools and equipment used when applying coatings as structure protection.

Unit T/600/7007
Preparing Areas for Concrete Flooring in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when preparing areas for concrete flooring.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information and regulations.
2	Know how to comply with relevant legislation and official guidance when preparing areas for concrete flooring.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when preparing areas for concrete flooring.	3.1	Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when preparing areas for concrete flooring.
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			preparing areas for concrete flooring and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to prepare areas for concrete flooring.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – formwork, reinforcement, dowels, membranes, box outs, joint formers – hand and/or powered tools and equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to prepare areas for concrete flooring.
5	Minimise the risk of damage to the work and surrounding area when preparing areas for concrete flooring.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		5.5	State why the disposal of waste should be carried out in relation to the work.
6	Complete the work within the allocated time when preparing areas for concrete flooring.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to prepare areas for concrete flooring to the required specification.	7.1	Demonstrate the following work skills when preparing areas for concrete flooring: – measuring, marking out, trimming, compacting, positioning, fixing, cutting, installing, locating, securing and protecting.
		7.2	Prepare areas to lay concrete floors to given working instructions relating to: – substrate preparation – formwork, box-outs, reinforcement, dowels, joint formers installation – membrane placement.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – trim and compact sub-base to line and level – position and fix formwork and box-outs/isolation points to line and level – cut and install membranes – locate and secure joint/void formers – cut, locate and secure reinforcement and dowels – protect prepared area – use hand tools, power tools and equipment.
		7.4	Safely use and store hand tools, compactor and cutting wheels.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.5	State the needs of other occupations and how to communicate within a team when preparing areas for concrete flooring.
	7.6	Describe how to maintain the tools and equipment used when preparing areas for concrete flooring.

Unit F/600/7012
Applying Surface Finishes to Concrete Flooring in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when applying surface finishes to concrete flooring.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information and regulations.
2	Know how to comply with relevant legislation and official guidance when applying surface finishes to concrete flooring.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when applying surface finishes to concrete flooring.	3.1	Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when applying surface finishes to concrete flooring.
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			applying surface finishes to concrete flooring, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to apply surface finishes to concrete flooring.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – structural concrete – reinforcement – consumables – compaction equipment – curing compounds/applicators – pedestrian or ride-on power floats – hand and/or powered tools and equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to apply surface finishes to concrete flooring.
5	Minimise the risk of damage to the work and surrounding area when applying surface finishes to concrete flooring.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State why the disposal of waste should be carried out in relation to the work.
6	Complete the work within the allocated time when applying surface finishes to concrete flooring.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to apply surface finishes to concrete flooring to the required specification.	7.1	Demonstrate the following work skills when applying surface finishes to concrete flooring: – measuring, marking out, spreading, compacting, finishing and setting up.
		7.2	Apply surface finishes to industrial/commercial concrete flooring to given working instructions by operation of: – pedestrian power float or – ride-on power float.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – place and compact concrete – screed concrete to finished level – set up, carry out pre-start checks and operate pedestrian power float or ride-on power float – achieve floated finish to concrete – cure concrete – use hand tools, power tools and equipment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.4	Safely use and store hand tools, power floats and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when applying surface finishes to concrete flooring.
	7.6	Describe how to maintain the tools and equipment used when applying surface finishes to concrete flooring.

Unit D/600/6921
Forming Saw Cuts in Structural Fabric Material in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when forming saw cuts in structural fabric material.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information, method statements and regulations governing buildings.
2	Know how to comply with relevant legislation and official guidance when forming saw cuts in structural fabric material.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when forming saw cuts in structural fabric material.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when forming saw cuts in structural fabric material.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to forming saw cuts in structural fabric material, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to form saw cuts in structural fabric material.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – consumables, including blades – accessories – self-propelled floor saw – diamond-bladed track saw – hand and/or powered tools.
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to form saw cuts in structural fabric material.
5	Minimise the risk of damage to the work and surrounding area when forming saw cuts in structural fabric material.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State why the disposal of waste should be carried out in relation to the work.
6	Complete the work within the allocated time when forming saw cuts in structural fabric material.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to form saw cuts in structural fabric material to the required specification.	7.1	Demonstrate the following work skills when forming saw cuts in structural fabric material: – measuring, chasing, checking, setting up, securing, aligning, connecting and cutting.
		7.2	Form saw cuts in vertical and horizontal surfaces with self-propelled floor saws or diamond-bladed track saws to contractor's working instructions to any two of the following: – concrete – masonry – stone – asphalt.
		7.3	Record work details on completion of forming saw cuts.
		7.4	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set up, check and operate: self-propelled floor saw, diamond-bladed track saw, as appropriate to the work – form openings

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– report, record and maintain records as necessary – use hand tools, power tools and equipment – work at height – use access equipment.
	7.5	Safely use and store hand tools, portable power tools and self-propelled floor saw or diamond-bladed track saw.
	7.6	State the needs of other occupations and how to communicate within a team when forming saw cuts in structural fabric material.
	7.7	Describe how to maintain the tools and equipment used when forming saw cuts in structural fabric material.

Unit R/600/7127
Establishing Work Area Protection and Safety in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when establishing work area protection and safety.	1.1	Interpret and extract information from drawings, plans, method statements, specifications, schedules, site inspections and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, plans, method statement, specifications, schedules, site inspection reports, manufacturers' information, regulations and official guidance associated with protecting work areas.
2	Know how to comply with relevant legislation and official guidance when establishing work area protection and safety.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, unconfined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when establishing work area protection and safety.	3.1	Use personal protective equipment (PPE) and access equipment (if applicable) safely to carry out the activity in accordance with legislation and organisational requirements when establishing work area protection and safety.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to establishing work area protection and safety, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to establish work area protection and safety.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – safety and security barriers – protection and safety notices – temporary structures – signs and lighting – hand and/or powered tools and equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to establish work area protection and safety.
5	Minimise the risk of damage to the work and surrounding area when establishing work area protection and safety.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when establishing work area protection and safety.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to establish work area protection and safety to the required specification	7.1	Demonstrate the following work skills when establishing work area protection and safety: – measuring, setting out, positioning, assembling, constructing, securing and dismantling.
		7.2	Install, maintain and remove temporary protection and safety arrangements for the work area, to given working instruction, relating to barriers/temporary structures and one of the following: – protection and safety notices – safety lighting.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – plan for the protection and the safety of the work and surrounding environment – install and maintain the protection and safety equipment – dismantle and remove protection and safety equipment

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– install safety notices – install lighting systems – use hand tools, power tools and equipment – work at height – use access equipment.
	7.4	Safely use and store materials, hand tools, portable power tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when establishing work area protection and safety.
	7.6	Describe how to maintain the tools and equipment used when establishing work area protection and safety.

Unit J/601/1580
Preparing and Operating Ride-on Topping Spreaders to Distribute Materials in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the use of ride-on topping spreaders to carry out material distribution operations.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to distributing materials.
2	Organise with others the sequence and operation in which material distribution operations using ride-on topping spreaders are to be carried out.	2.1	Organise the work according to given information or instructions.
		2.2	Describe how to communicate ideas between team members.
		2.3	Organise and communicate with team members and other associated occupations.
		2.4	State how to organise resources prior to and during distribution of materials using topping spreaders.
3	Know how to comply with relevant legislation and official guidance to carry out material distribution operations with topping spreaders.	3.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		3.3	State what the accident reporting procedures are and who is responsible for making reports.
4	Maintain safe working practices when preparing for and carrying out material distribution operations using ride-on topping spreaders.	4.1	Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during the distribution of materials.
		4.2	Explain why and when personal protective equipment (PPE) should be used, relating to topping spreader operations, and the types, purpose and limitations of each type.
		4.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
5	Request and select the required quantity and quality of resources to prepare for and carry out material distribution operations using ride-on topping spreaders.	5.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: – consumables, lubricants and fuels – attachments and material distribution aids – hand tools, ancillary equipment and/or accessories.
		5.2	Request and select resources associated with topping spreaders in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment.
		5.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		5.4	Outline potential hazards associated with the resources and method of work.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		5.5	Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out the distributing operations using ride-on topping spreaders.
6	Minimise the risk of damage to the work and surrounding area when distributing materials using ride-on topping spreaders.	6.1	Protect the work and its surrounding area from damage.
		6.2	Minimise damage and maintain a clean work space.
		6.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		6.4	Dispose of waste in accordance with legislation.
		6.5	State why the disposal of waste should be carried out safely in relation to the work.
7	Complete the work within the allocated time when preparing to and distributing materials using ride-on topping spreaders.	7.1	Demonstrate completion of the work within the allocated time.
		7.2	Shut down and secure ride-on topping spreaders.
		7.3	State the purpose of the work programme and describe why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
8	Comply with the given contract information to distribute materials using ride on topping spreaders to the required specification.	8.1	Demonstrate the following work skills when preparing for and distributing materials using ride-on topping spreaders: – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, selecting, manoeuvring, positioning and distributing.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	8.2	Prepare, position, set up and operate ride-on topping spreaders to distribute a variety of appropriate topping materials in a variety of locations, to given working instructions.
	8.3	Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: – identify the characteristics of topping spreaders used for material distributing work – carry out performance checks – prepare, set up and adjust for operational requirements – complete functional checks – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area – identify the area for material distribution – check to avoid damage to structures and utilities service apparatus – distribute materials safely and securely – shut down and secure ride-on topping spreaders – use hand tools, ancillary equipment and accessories.
	8.4	Safely use and store hand tools and ancillary equipment.
	8.5	State the needs of other occupations and how to communicate within a team when preparing to and carrying out material distribution operations.
	8.6	Describe how to maintain the plant, tools and equipment used to distribute materials.

Unit M/601/1640
Preparing and Operating Ride-on Laser Screeders to Level Concrete in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the use of ride-on laser screeders to carry out concrete levelling operations.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to concrete levelling operations.
2	Organise with others the sequence and operation in which concrete levelling operations using ride-on laser screeders are to be carried out.	2.1	Organise the work according to given information or instructions.
		2.2	Describe how to communicate ideas between team members.
		2.3	Organise and communicate with team members and other associated occupations.
		2.4	State how to organise resources prior to and during concrete levelling operations using laser screeders.
3	Know how to comply with relevant legislation and official guidance to carry out concrete levelling operations with laser screeders.	3.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		3.3	State what the accident reporting procedures are and who is responsible for making reports.
4	Maintain safe working practices when preparing for and carrying out concrete levelling operations using ride-on laser screeders.	4.1	Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during concrete levelling operations.
		4.2	Explain why and when personal protective equipment (PPE) should be used, relating to laser screeding operations, and the types, purpose and limitations of each type.
		4.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
5	Request and select the required quantity and quality of resources to prepare for and carry out concrete levelling operations using ride-on laser screeders.	5.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: – consumables, lubricants and fuels – attachments and concrete levelling aids – hand tools, ancillary equipment and/or accessories.
		5.2	Request and select resources associated with laser screeders in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment.
		5.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		5.4	Outline potential hazards associated with the resources and method of work.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		5.5	Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out concrete levelling operations using ride-on laser screeders.
6	Minimise the risk of damage to the work and surrounding area when levelling concrete using ride-on laser screeders.	6.1	Protect the work and its surrounding area from damage.
		6.2	Minimise damage and maintain a clean work space.
		6.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		6.4	Dispose of waste in accordance with legislation.
		6.5	State why the disposal of waste should be carried out safely in relation to the work.
7	Complete the work within the allocated time when preparing to and levelling concrete using ride-on laser screeders.	7.1	Demonstrate completion of the work within the allocated time.
		7.2	Shut down and secure ride-on laser screeders.
		7.3	State the purpose of the work programme and describe why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
8	Comply with the given contract information to level concrete using ride-on laser screeders to the required specification.	8.1	Demonstrate the following work skills when preparing for and levelling concrete using ride-on laser screeders: – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, selecting, manoeuvring, positioning and levelling.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	8.2	Prepare, position, set up and operate ride-on laser screeders to level concrete in a variety of locations, to given working instructions.
	8.3	Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: – identify the characteristics of laser screeders used for concrete levelling work – carry out performance checks – prepare, set up and adjust for operational requirements – complete functional checks – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area – identify the area for concrete levelling – check to avoid damage to structures and utilities service apparatus – level concrete safely and securely – shut down and secure ride-on laser screeders – use hand tools, ancillary equipment and accessories.
	8.4	Safely use and store hand tools and ancillary equipment.
	8.5	State the needs of other occupations and how to communicate within a team when preparing to and carrying out concrete levelling operations.
	8.6	Describe how to maintain the plant, tools and equipment used to level concrete.

Unit L/600/7014
Preparing and/or Profiling Substrates in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when preparing and profiling substrates.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information and regulations.
2	Know how to comply with relevant legislation and official guidance when preparing and profiling substrates.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when preparing and profiling substrates.	3.1	Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when preparing and profiling substrates.
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to the preparing and profiling of substrates, and the types, purpose and limitations of each type.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to prepare and profile substrates.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – screens, barriers – fuels, oils, blades, shot, grit – detergents and degreasers – primers/bonding agents, repair compounds, reinforcement and DPM – isolation points/box-outs, joints – dust extractors – grinders, shotblasting equipment, planers, multi-strippers and attachments – hand and/or powered tools and equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to prepare and profile substrates.
5	Minimise the risk of damage to the work and surrounding area when preparing and profiling substrates.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		5.4	Dispose of waste in accordance with legislation.
		5.5	State why the disposal of waste should be carried out in relation to the work.
6	Complete the work within the allocated time when preparing and profiling substrates.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to prepare and profile substrate to the required specification.	7.1	Basic preparation activities: Prepare substrates to contractor's working instructions and demonstrate the following work skills as applicable to the activity: – measuring, marking out, locating, cleaning, breaking out, chasing, mixing, applying and supporting. AND/OR Specialist preparation activities: Profile substrates to contractor's working instructions by grinding and shot blasting, and either planning or multi-planning.
		7.2	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: Basic preparation activities: – erect screens and barriers – assess condition of substrate – locate and protect services – prepare defective surfaces prior to repair – mix repair compounds – repair substrate – form joints – protect and cure surfaces

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– use hand tools, power tools and dust extraction equipment. Specialist preparation activities: – erect screens and barriers – assess condition of substrate – locate and protect services – profile surfaces by grinding, planing, blasting and stripping – record and report work details – use hand tools, power tools and dust extraction equipment.
	7.3	Safely use and store hand tools, portable power tools and ancillary equipment.
	7.4	State the needs of other occupations and how to communicate within a team when preparing and profiling substrates.
	7.5	Describe how to maintain the tools and equipment used to prepare and profile substrates.

Unit D/600/8099
Preparing and Operating Specialised Powered Tools and Equipment in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the preparation and use of powered tools and/or equipment.	1.1	Interpret and extract information from drawings, specifications, risk assessments, method statements, legislation, codes of practice, operating instructions and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, risk assessments, method statements, legislation, codes of practice, manufacturers' information and instructions applicable to powered tool operations.
2	Know how to comply with relevant legislation and official guidance to prepare and use powered tools and/or equipment.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when preparing for and using powered tools and/or equipment.	3.1	Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements when using powered tools and/or equipment.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why and when personal protective equipment (PPE) should be used, when using powered tools and/or equipment, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Request and select the required quantity and quality of resources to prepare for sustain powered tools and/or equipment.	4.1	Request and select resources associated with the type of work in relation to fuel, power source, lubricants and consumables.
		4.2	Outline the organisational procedures for requisitioning consumables and other resources and why they have been developed and how they are used.
		4.3	Outline potential hazards associated with the resources and method of work and how they are overcome.
5	Minimise the risk of damage to the work and surrounding area when using powered tools and/or equipment.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State why the disposal of waste should be carried out safely in relation to the work.
6	Carry out-pre-use preparation inspections on powered tools and/or equipment in accordance with given procedures.	6.1	Demonstrate the following work skills when preparing for and using powered tools and/or equipment for the work: – measuring, aligning, assembling, fitting, levelling, positioning, checking, securing, connecting and adjusting.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		6.2	Prepare power unit tool(s) and/or ancillary equipment in the workplace to given working instructions.
		6.3	Use and maintain power units, tools and ancillary equipment applicable to the work.
		6.4	Describe the method of work for pre-use checks needed and the preparation required before using and operating powered tools and/or equipment.
7	Operate powered tools and/or equipment in accordance with safe working practices to achieve the working outcome.	7.1	Demonstrate the following work skills when using powered tools and/or equipment: – measuring, aligning, assembling, fitting, levelling, positioning, checking, securing, connecting and adjusting.
		7.2	Operate and monitor power unit tool(s) and associated equipment in the workplace to given working instructions relating to continual running, closing down and cleaning.
		7.3	Return powered tools and/or equipment to a safe operational condition on completion of work.
		7.4	Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: – prepare, position and set up for work – secure accessories and tool attachments – carry out pre-use checks to manufacturer's and supplier's information/procedures – operate, use and control – monitor and maintain – close down and secure – disassemble – transport and/or secure.
		7.5	State the needs of other occupations and how to communicate within a team when preparing for and using powered tools and/or equipment.
		7.6	Disassemble power units, tools and ancillary equipment following completion of work.

Unit M/600/6826
Preparing Substrate for Sprayed Concrete in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when preparing substrate for sprayed concrete.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information and regulations.
2	Know how to comply with relevant legislation and official guidance when preparing substrate for sprayed concrete.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when preparing substrate for sprayed concrete.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when preparing substrate for sprayed concrete.
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			preparing substrate for sprayed concrete, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to preparing substrate for sprayed concrete.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – temporary supports, screens, barriers, primers, reinforcement, tying wire, formwork – hand and/or powered tools and equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to prepare substrate for sprayed concrete.
5	Minimise the risk of damage to the work and surrounding area when preparing substrate for sprayed concrete.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		5.5	State why the disposal of waste should be carried out in relation to the work.
6	Complete the work within the allocated time when preparing substrate for sprayed concrete.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to prepare substrate for sprayed concrete to the required specification.	7.1	Demonstrate the following work skills when preparing substrate for sprayed concrete: – measuring, marking out, locating, protecting, supporting, breaking out, cleaning, profiling, tying, erecting, recording and reporting.
		7.2	Prepare substrates prior to receiving sprayed concrete, to contractor's working instructions, to: – locate and protect services – break out – profile – tie and secure reinforcement steel – erect shutters – record and report work carried out.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – locate and protect services – break out, profile, square cut, clean, prepare, prime and support substrate, if necessary – position and secure reinforcement – erect and dismantle simple shutters – record and report – use hand tools, power tools and equipment – work at height – use access equipment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.4	Safely use and store hand tools, portable power tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when preparing substrate for sprayed concrete.
	7.6	Describe how to maintain the tools and equipment used when preparing substrate for sprayed concrete.

Unit T/503/9915
Providing Structural Support by Sprayed Concrete in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when providing structural support by sprayed concrete.	1.1	Interpret and extract relevant information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information and regulations.
2	Know how to comply with relevant legislation and official guidance when providing structural support by sprayed concrete.	2.1	Describe their responsibilities regarding potential accidents and health hazards: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe and healthy working practices when providing structural support by sprayed concrete.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when providing structural support by sprayed concrete.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to providing structural support by sprayed concrete, and the types, purpose and limitations of each type.
		3.3	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to provide structural support by sprayed concrete.	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: – sand, aggregate, cements, additives, admixtures, structural concrete, curing membranes – working platforms – hand and/or powered tools, spraying and testing equipment and ancillaries.
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and methods of work.
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to provide structural support by sprayed concrete.
5	Minimise the risk of damage to the work and surrounding	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	area when providing structural support by sprayed concrete.	5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with current legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when providing structural support by sprayed concrete.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to provide structural support by sprayed concrete to the required specification.	7.1	Demonstrate the following work skills when providing structural support by sprayed concrete: – measuring, marking out, assembling, checking, preparing, curing, protecting, testing, recording and reporting.
		7.2	Apply sprayed concrete by wet and/or dry methods to given working instructions for three of the following: – spraying concrete to profile – curing and protecting concrete – testing sprayed concrete – recording and reporting on testing and/or spraying operating spraying machine/pump.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.3	Safely use materials, hand tools, portable power tools and ancillary equipment.
	7.4	Safely store the materials, tools and equipment used when providing structural support by sprayed concrete.
	7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: assemble and check spray equipment (wet and/or dry application) prepare backgrounds including wetting, depth guides and protection measures set up spray/pumping equipment operate robotic spraying equipment operate hand-held spraying equipment spray in layers to agreed profile and depth apply specified finish cure concrete test concrete record and report operate spraying machines and pumps use hand tools, power tools and equipment work at height use access equipment.
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when providing structural support by sprayed concrete.
	7.7	Describe how to maintain the tools and equipment used when providing structural support by sprayed concrete.

Unit F/600/6829
Preparing Backgrounds Prior to Laying Decorative Concrete in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when preparing backgrounds prior to laying decorative concrete.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information and regulations governing buildings.
2	Know how to comply with relevant legislation and official guidance when preparing backgrounds prior to laying decorative concrete.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when preparing backgrounds prior to laying decorative concrete.	3.1	Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when preparing backgrounds prior to laying decorative concrete.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to preparing backgrounds prior to laying decorative concrete, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to prepare backgrounds prior to laying decorative concrete.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – protection materials – blinding – sub-bases – drainage materials – edge restraint/shutters – reinforcement – fixings – hand and/or powered tools and equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to prepare backgrounds prior to laying decorative concrete.
5	Minimise the risk of damage to the work and surrounding area	5.1	Protect the work and its surrounding area from damage.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	when preparing backgrounds prior to laying decorative concrete.	5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State why the disposal of waste should be carried out in relation to the work.
6	Complete the work within the allocated time when preparing backgrounds prior to laying decorative concrete.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to prepare backgrounds prior to laying decorative concrete to the required specification.	7.1	Demonstrate the following work skills when preparing backgrounds prior to laying decorative concrete: – measuring, marking out, locating, protecting, formatting, draining, placing, installing and securing.
		7.2	Prepare backgrounds for decorative concrete, to contractor's working instructions, relating to: – site preparation – earthworks – pavement construction – edge restraint and mesh reinforcement – drainage installation.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– locate and protect services – protect existing structures – excavate to line, level and prepare formation – install drainage – level, spread and compact sub-bases – install and remove edge restraint/shutters – secure reinforcement – use hand tools, power tools and equipment.
	7.4	Safely use and store hand tools, portable power tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when preparing backgrounds prior to laying decorative concrete.
	7.6	Describe how to maintain the tools and equipment used when preparing backgrounds prior to laying decorative concrete.

F/600/6832
Placing Concrete and Producing a Decorative Finish in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when placing concrete and producing a decorative finish.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information and regulations governing buildings.
2	Know how to comply with relevant legislation and official guidance when placing concrete and producing a decorative finish.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when placing concrete and producing a decorative finish.	3.1	Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when placing concrete and producing a decorative finish.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to placing concrete and producing a decorative finish, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to place concrete and produce a decorative finish.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – concrete, reinforcement – retarders, sealers, hardeners, resins (polymers, colours), cleaning agents, repair compounds, release agents – integral colouring agents – aggregate – stencils, mats and/or skins – hand and/or powered tools and ancillary equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to place concrete and produce a decorative finish.
5	Minimise the risk of damage to the work and surrounding area	5.1	Protect the work and its surrounding area from damage.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	when placing concrete and producing a decorative finish.	5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State why the disposal of waste should be carried out in relation to the work.
6	Complete the work within the allocated time when placing concrete and producing a decorative finish.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to place concrete and produce a decorative finish to the required specification.	7.1	Demonstrate the following work skills when placing concrete and producing a decorative finish: – compacting, screeding, applying, finishing, jointing, sealing, protecting and curing.
		7.2	Place concrete to levels and falls, test and produce specialist surface finishes, to contractor's working instructions, relating to any one or more of the following finishes: – imprinted – stencilled – exposed aggregate.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– receive, handle, place, test, compact and float concrete to falls and levels – for imprinting: apply colour, float and edge, apply release agents, prepare edge, align and position mats and print – for stencilling: align and secure stencils, roll into surface, apply colour hardener, apply textured or trowelled finish – for exposed aggregate: apply trowelled finish, seed aggregate, tamp, apply retarder, jet wash/hose off laitance, apply acid wash – repair defects, cut joints, seal, protect and cure – carry out remedials – use hand tools, power tools and equipment.
	7.4	Safely use and store hand tools, portable power tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when placing concrete and producing a decorative finish.
	7.6	Describe how to maintain the tools and equipment used when placing concrete and producing a decorative finish.

Unit L/600/8101
Setting Out Secondary Dimensional Work Control in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to setting out dimensional control of the work.	1.1	Interpret and extract information from drawings, method statements, specifications, schedules manufacturers' information and reference point.
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, manufacturers' information, reference points and regulations governing buildings and construction work.
2	Know how to comply with relevant legislation and official guidance to set out dimensional control of the work.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when setting out dimensional control of the work.	3.1	Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during setting out dimensional control of the work.
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			setting out dimensional control of the work, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources to set out dimensional control of the work.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: – measuring tools and equipment – marking equipment – level and alignment tools.
		4.2	Select resources associated with the work in relation to measuring tools and instruments, marking materials/components and tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity of resources associated with the work methods.
5	Minimise the risk of damage to the work and surrounding area when setting out dimensional control of the work.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		5.5	State why the disposal of waste should be carried out safely in relation to the work.
6	Complete the work within the allocated time when setting out dimensional control of the work.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the lifting operation.
7	Comply with the given contract information to set out dimensional control of the work to the required specification.	7.1	Demonstrate the following work skills when setting out dimensional control of the work: – transferring, transposing, levelling, measuring, marking, positioning, fixing and securing.
		7.2	Setting out dimensional control for the work to contractor's working instructions for any three of the following: – line – level – depth – area – height – angle.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: – measure and set out secondary dimensional control for the work – measure, align and level to dimensional control requirements – transfer and set out line, angles and levels to dimensional control requirements – use hand tools and measuring and marking equipment – work at height – use access equipment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.4	Describe how to calculate height, depth, angle, length and area associated with the method/procedures to set out dimensional control of the work.
	7.5	Safely use and store hand tools and ancillary equipment.
	7.6	State the needs of other occupations and how to communicate within a team when setting out dimensional control of the work.
	7.7	Describe how to maintain the tools and equipment used to set out dimensional control of the work.

Unit M/503/9623
Installing Street Ironwork in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when installing street ironwork.	1.1	Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, risk assessments, method statements, manufacturers' information and regulations for street ironwork fixtures.
2	Know how to comply with relevant legislation and official guidance when installing street ironwork.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: – in the workplace, below ground level, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe and healthy working practices when installing street ironwork.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when installing street ironwork.
		3.2	Comply with information relating to specific risks to health when installing street ironwork.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing street ironwork, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to install street ironwork.	4.1	Select resources associated with own work in relation to materials, components and fixings, and tools and equipment.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – sand, cement, mortar, patent epoxy resin-based materials – access covers and frames, gully grates and frames – hand and/or powered tools and equipment.
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and methods of work.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.6	Describe how to calculate quantity and size associated with the method/procedure to install street ironwork.
5	Minimise the risk of damage to the work and surrounding area when installing street ironwork.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Dispose of waste in accordance with current legislation.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when installing street ironwork.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to install street ironwork to the required specification.	7.1	Demonstrate the following work skills when installing street ironwork: – measuring, marking out, positioning, fitting, levelling, aligning and securing.
		7.2	Install street ironwork to new and/or reinstatement situations to given working instructions relating to the following: – access covers and frames – gully grates and frames.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	7.3 Safely use materials, hand tools, portable power tools and ancillary equipment.
	7.4 Safely store the materials, tools and equipment used when installing street ironwork.
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – locate the area/position where the street ironwork is to be installed – confirm the street ironwork, fixing and bedding requirements – position, fit, align and secure the street ironwork – protect ironwork during curing – use hand tools, power tools and equipment – use ancillary equipment.
	7.6 Describe the needs of other occupations and how to effectively communicate within a team when installing street ironwork.
	7.7 Describe how to maintain the tools and equipment used when installing street ironwork.

Unit R/600/6835
Applying Specialist Finishes to Concrete in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when applying specialist finishes to concrete.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information, method statements and regulations governing buildings.
2	Know how to comply with relevant legislation and official guidance when applying specialist finishes to concrete.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when applying specialist finishes to concrete.	3.1	Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when applying specialist finishes to concrete.
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			applying specialist finishes to concrete, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to apply specialist finishes to concrete.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – cleaning agents, repair compounds, sealing agents, resins (polymers, colours, acids, stains), abrasives and templates – overlays – working platforms – hand and/or powered tools and ancillary equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to apply specialist finishes to concrete.
5	Minimise the risk of damage to the work and surrounding area when applying specialist finishes to concrete.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State why the disposal of waste should be carried out in relation to the work.
6	Complete the work within the allocated time when applying specialist finishes to concrete.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to apply specialist finishes to concrete to the required specification.	7.1	Demonstrate the following work skills when applying specialist finishes to concrete: – measuring, marking out, cleaning, protecting, applying, finishing, sealing and curing.
		7.2	Prepare existing concrete surfaces and apply one of the following specialist finishes to contractor's working instructions, relating to: – stained – acid etched – decorative overlay.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – provide working platforms – clean and repair substrate – prepare and apply stained, acid etched, shotblasted, polished or decorative overlay finish – seal finishes – cure and protect finished surface – use hand tools, power tools and equipment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.4	Safely use and store hand tools, portable power tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when applying specialist finishes to concrete.
	7.6	Describe how to maintain the tools and equipment used when applying specialist finishes to concrete.

Unit Y/600/6836
Reshaping Using Hand Sawing Techniques in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when reshaping using hand sawing techniques.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information, method statements and regulations.
2	Know how to comply with relevant legislation and official guidance when reshaping using hand sawing techniques.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when reshaping using hand sawing techniques.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when reshaping using hand sawing techniques.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to reshaping using hand sawing techniques, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to reshape using hand sawing techniques.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – consumables, including blades – angle grinders, power saws, ring saws, chainsaws – hand tools.
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to reshape using hand sawing techniques.
5	Minimise the risk of damage to the work and surrounding area when reshaping using hand sawing techniques.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		5.4	Dispose of waste in accordance with legislation.
		5.5	State why the disposal of waste should be carried out in relation to the work.
6	Complete the work within the allocated time when reshaping using hand sawing techniques.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to reshape using hand sawing techniques to the required specification.	7.1	Demonstrate the following work skills when reshaping using hand sawing techniques: – measuring, chasing, checking, confirming, setting up, securing, aligning, connecting, cutting, reporting and recording.
		7.2	Form saw cuts in vertical and/or horizontal surfaces using angle grinders and any one of the following: power saw, ring saw or chainsaw, to contractor's working instructions, to any two of the following: – concrete – masonry – stone – asphalt.
		7.3	Record work details on completion of forming saw cuts.
		7.4	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set up, check and operate: angle grinders, power saws, ring saws, chainsaws – form openings or cut to line, depth and size – report, record and maintain records as necessary

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– use hand tools, power tools and equipment – work at height – use access equipment.
	7.5	Safely use and store hand tools, portable power tools, angle grinders and any one of the following: power saw, ring saw or chainsaw.
	7.6	State the needs of other occupations and how to communicate within a team when reshaping using hand sawing techniques.
	7.7	Describe how to maintain the tools and equipment used when reshaping using hand sawing techniques.

Unit Y/600/6920
Forming Drill Holes or Core in the Structural Fabric in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when forming drill holes or core in the structural fabric.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information, method statements and regulations.
2	Know how to comply with relevant legislation and official guidance when forming drill holes or core in the structural fabric.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when forming drill holes or core in the structural fabric.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when forming drill holes or core in the structural fabric.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Ensure there is adequate lighting and ventilation to carry out the work.
		3.3	Explain why and when personal protective equipment (PPE) should be used, relating to forming drill holes or core in the structural fabric, and the types, purpose and limitations of each type.
		3.4	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 form drill holes or core in the structural fabric.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – diamond drills, bits, power units, connectors, fixings and accessories – percussive drill – diamond core drill – trailer rig diamond drill – hand and/or powered tools.
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to form drill holes or core in the structural fabric.
5	Minimise the risk of damage to the work and surrounding area	5.1	Protect the work and its surrounding area from damage.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	when forming drill holes or core in the structural fabric.	5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State why the disposal of waste should be carried out in relation to the work.
6	Complete the work within the allocated time when forming drill holes or core in the structural fabric.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to form drill holes or core in the structural fabric to the required specification.	7.1	Demonstrate the following work skills forming drill holes or core in the structural fabric: – measuring, marking out, setting up, connecting, drilling or coring.
		7.2	Drill holes on or take cores from vertical and/or horizontal surfaces using a percussive drill and diamond core drill or trailer rig diamond drill, to contractor's working instructions on any two of the following: – concrete – masonry – stone – asphalt.
		7.3	Record work details on completion of forming holes or taking cores.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.4	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set up, carry out pre-start checks and operate drilling and/or coring plant and equipment – drill holes, including stitch drilling or coring – maintain records – use hand tools, power tools and equipment – work at height – use access equipment.
	7.5	Safely use and store hand tools, portable power tools, percussive drill and diamond core drill or trailer rig diamond drill.
	7.6	State the needs of other occupations and how to communicate within a team when forming drill holes or core in the structural fabric.
	7.7	Describe how to maintain the tools and equipment used when forming drill holes or core in the structural fabric.

Unit M/600/6924
Carrying Out Concrete Bursting Operations in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when carrying out concrete bursting operations.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information, method statements and regulations.
2	Know how to comply with relevant legislation and official guidance when carrying out concrete bursting operations.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when carrying out concrete bursting operations.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when carrying out concrete bursting operations.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Ensure there is adequate lighting and ventilation to carry out the work.
		3.3	Explain why and when personal protective equipment (PPE) should be used, relating to carrying out concrete bursting operations, and the types, purpose and limitations of each type.
		3.4	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 carry out concrete bursting operations.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – consumables – diamond drilling rig – drills, hydraulic bursting equipment, bits, bolt croppers, connectors, power units, fixings and accessories – hand and/or powered tools.
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to carry out concrete bursting operations.
5	Minimise the risk of damage to the work and surrounding area when carrying out concrete bursting operations.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State why the disposal of waste should be carried out in relation to the work.
6	Complete the work within the allocated time when carrying out concrete bursting operations.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to carry out concrete bursting operations to the required specification.	7.1	Demonstrate the following work skills when carrying out concrete bursting operations: – measuring, marking out, setting up, connecting, drilling and bursting.
		7.2	Carry out bursting in reinforced concrete using drilling and hydraulic bursting equipment on vertical and/or horizontal surfaces, to contractor's working instructions.
		7.3	Remove arisings resulting from concrete bursting operations.
		7.4	Record work details on completion of concrete bursting operations.
		7.5	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set up, carry out pre-start checks and operate diamond drilling rigs and hydraulic bursting equipment

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– secure work with isolation cuts – drill concrete – carry out bursting, including star bursting – cut reinforcement – remove arisings – maintain records – use hand tools, power tools and equipment – work at height – use access equipment.
	7.6	Safely use and store hand tools, portable power tools and drilling and hydraulic bursting equipment.
	7.7	State the needs of other occupations and how to communicate within a team when carrying out concrete bursting operations.
	7.8	Describe how to maintain the tools and equipment used when carrying out concrete bursting operations.

Unit F/600/6930
Carrying Out Concrete Crushing Operations in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when carrying out concrete crushing operations.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information, method statements and regulations.
2	Know how to comply with relevant legislation and official guidance when carrying out concrete crushing operations.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when carrying out concrete crushing operations.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when carrying out concrete crushing operations.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Ensure there is adequate lighting and ventilation to carry out the work.
		3.3	Explain why and when personal protective equipment (PPE) should be used, relating to carrying out concrete crushing operations, and the types, purpose and limitations of each type.
		3.4	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 carry out concrete crushing operations.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – jaws, breakers, bolt croppers, robotic crushers, power source, control panels and fittings – hand and/or powered tools.
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to carry out concrete crushing operations.
5	Minimise the risk of damage to the work and surrounding area when carrying out concrete crushing operations.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State why the disposal of waste should be carried out in relation to the work.
6	Complete the work within the allocated time when carrying out concrete crushing operations.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to carry out concrete crushing operations to the required specification.	7.1	Demonstrate the following work skills when carrying out concrete crushing operations: – measuring, checking, identifying, setting up, fitting, cutting, crushing, disposing and recording.
		7.2	Carry out crushing of reinforced concrete structures using portable hand crushers (jaws and breakers) and/or robotic crushers to contractor's working instructions.
		7.3	Remove arisings resulting from concrete crushing operations.
		7.4	Record work details on completion of concrete crushing operations.
		7.5	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set up, carry out pre-start checks and operate crushing plant and equipment – crush concrete and cut reinforcement – dispose of arisings – maintain records

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– use hand tools, power tools and equipment – work at height – use access equipment.
	7.6	Safely use and store hand tools, portable power tools, portable hand crushers (jaws and breakers) and/or robotic crushers.
	7.7	State the needs of other occupations and how to communicate within a team when carrying out concrete crushing operations.
	7.8	Describe how to maintain the tools and equipment used when carrying out concrete crushing operations.

Unit M/600/6941
Carrying Out Wire Sawing of Concrete in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when carrying out wire sawing of concrete.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information, method statements and regulations.
2	Know how to comply with relevant legislation and official guidance when carrying out wire sawing of concrete.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when carrying out wire sawing of concrete.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when carrying out wire sawing of concrete.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Ensure there is adequate lighting and ventilation to carry out the work.
		3.3	Explain why and when personal protective equipment (PPE) should be used, relating to carrying out wire sawing of concrete, and the types, purpose and limitations of each type.
		3.4	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 carry out wire sawing of concrete.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – drills, wire saws, bits, saw blades, power unit, connectors, fittings and accessories – hand and/or powered tools and equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to carry out wire sawing of concrete.
5	Minimise the risk of damage to the work and surrounding area when carrying out wire sawing of concrete.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State why the disposal of waste should be carried out in relation to the work.
6	Complete the work within the allocated time when carrying out wire sawing of concrete.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to carry out wire sawing of concrete to the required specification.	7.1	Demonstrate the following work skills when carrying out wire sawing of concrete: – measuring, marking out, checking, identifying, setting up, connecting, drilling, sawing, disposing and recording.
		7.2	Carry out wire sawing of concrete/masonry structures using wire saw and drilling equipment to contractor's working instructions.
		7.3	Remove arisings resulting from wire sawing.
		7.4	Record work details on completion of wire sawing.
		7.5	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set up, carry out pre-start checks, isolate work area and use drilling equipment, wire saw – isolate work – drill starter holes – cut in sequence using wire saw – remove arisings – maintain records

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– use hand tools, power tools and equipment – work at height – use access equipment.
	7.6	Safely use and store hand tools, portable power tools, wire saws and drilling equipment.
	7.7	State the needs of other occupations and how to communicate within a team when carrying out wire sawing of concrete.
	7.8	Describe how to maintain the tools and equipment used when carrying out wire sawing of concrete.

Unit D/600/8281
Erecting and Dismantling Access/Working Platforms in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when erecting and dismantling access/working platforms.	1.1	Interpret and extract information from specifications, method statements, risk assessments and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – specifications, current legislation, method statements, risk assessments and manufacturers' information.
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling access/working platforms.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, in confined areas, with tools and equipment, with movement/storage of materials and by manual handling.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when erecting and dismantling access/working platforms.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling access/working platforms.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling access/working platforms, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – ladders/crawler boards – stepladders/platform steps – trestles – proprietary staging/podiums – proprietary towers – mobile scaffold towers – protection equipment and notices – tools and ancillary equipment.
		4.2	Select resources associated with own work in relation to materials, components, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms.
5	Minimise the risk of damage to the work and surrounding area	5.1	Protect the work and its surrounding area from damage.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	when erecting and dismantling access/working platforms.	5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State why the disposal of waste should be carried out in relation to the work.
6	Complete the work within the allocated time when erecting and dismantling access/working platforms.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to erect and dismantle access/ working platforms to the required specification.	7.1	Demonstrate the following work skills when erecting and dismantling access/working platforms: – moving, positioning/erecting, securing, checking, dismantling and removing.
		7.2	Erect, dismantle and store two of the following access equipment to given access regulations: – ladders/crawler boards – stepladders/platform steps – proprietary towers – trestle platforms – mobile scaffold towers – proprietary staging/podiums.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – provide protection to the work area – establish a base for equipment

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– erect proprietary access equipment to manufacturer's instructions suitable for the work – erect non-proprietary access equipment suitable for the work – place protective screens and notices – check/monitor equipment during the period of use – dismantle and store access equipment – use tools and equipment – work at height.
	7.4	Safely use and store materials, hand tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms.
	7.6	Describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms.

Unit K/600/6999
Preparing Backgrounds for Screed and Resin Floors in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when preparing backgrounds for screed and resin floors.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information and regulations.
2	Know how to comply with relevant legislation and official guidance when preparing backgrounds for screed and resin floors.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when preparing backgrounds for screed and resin floors.	3.1	Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when preparing backgrounds for screed and resin floors.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to preparing backgrounds for screed and resin floors, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to prepare backgrounds for screed and resin floors.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – detergent and degreasers – primers/bonding agents, repair compounds, reinforcement and DPM – isolation points/box outs – joints – hand and/or powered tools and equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to prepare backgrounds for screed and resin floors.
5	Minimise the risk of damage to the work and surrounding area when preparing backgrounds for screed and resin floors.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State why the disposal of waste should be carried out in relation to the work.
6	Complete the work within the allocated time when preparing backgrounds for screed and resin floors.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to prepare backgrounds for screed and resin floors to the required specification.	7.1	Demonstrate the following work skills when preparing backgrounds for screed and resin floors: – assessing, measuring, marking out, cleaning, breaking out, preparing, forming, chasing, priming, mixing, repairing, curing and protecting.
		7.2	Prepare concrete and overlay backgrounds to given working instructions for resin or screed floors.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assess condition of substrate – break out defective areas and prepare concrete and/or overlaid surfaces and perimeter prior to repair – mix repair compounds – repair substrate as necessary

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– locate and form joints – protect and cure as necessary – use hand tools, power tools and dust extraction equipment.
	7.4	Safely use and store hand tools, breakers, cutting wheels, planers, grinders, scarifiers, scabblers and dust extractors.
	7.5	State the needs of other occupations and how to communicate within a team when preparing backgrounds for screed and resin floors.
	7.6	Describe how to maintain the tools and equipment used when preparing backgrounds for screed and resin floors.

Unit D/600/7003
Laying Screed Floors in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when laying screed floors.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information and regulations.
2	Know how to comply with relevant legislation and official guidance when laying screed floors.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when laying screed floors.	3.1	Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when laying screed floors.
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to laying screed floors, and the types, purpose and limitations of each type.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to lay screed floors.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – battens, reinforcement and drainage accessories – movement and construction joints – bonding agents, sand, cement, additives aggregate's, colouring agents, membranes – flowable screeds – hand and/or powered tools and equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to lay screed floors.
5	Minimise the risk of damage to the work and surrounding area when laying screed floors.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		5.5	State why the disposal of waste should be carried out in relation to the work.
6	Complete the work within the allocated time when laying screed floors.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to lay screed floors to the required specification.	7.1	Demonstrate the following work skills when laying screed floors: – measuring, marking out, locating, securing, forming, fixing, mixing, transporting, laying, protecting and curing.
		7.2	Lay screeds to floors and stairs to given working instructions using one of the following: – sand and cement screeds – flowable screeds.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set out for line and level – position and secure reinforcement and fixings – form drainage inlets, covings, skirtings, drainage channels and outlets – form movement joints – prepare substrate to include application of primers and damp proof membranes – mix and transport screed material – test screed mix for consistency – lay screed to floors and around fixings to specified level and finish – protect and cure screed – use hand tools, power tools and equipment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.4	Safely use and store hand tools and paddle, spiral, and forced action mixers.
	7.5	State the needs of other occupations and how to communicate within a team when laying screed floors.
	7.6	Describe how to maintain the tools and equipment used when laying screed floors.

Unit M/600/7006
Laying Resin Floors in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when laying resin floors.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information and regulations.
2	Know how to comply with relevant legislation and official guidance when laying resin floors.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when laying resin floors.	3.1	Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when laying resin floors.
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to laying resin floors, and the types, purpose and limitations of each type.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to lay resin floors.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – primers, damp-proof membranes – construction and movement joints – resin screed, resin self-smoothing or resin coating – hand and/or powered tools and equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to lay resin floors.
5	Minimise the risk of damage to the work and surrounding area when laying resin floors.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State why the disposal of waste should be carried out in relation to the work.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
6	Complete the work within the allocated time when laying resin floors.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to lay resin floors to the required specification.	7.1	Demonstrate the following work skills when laying resin floors: – measuring, marking out, forming, preparing, mixing, applying, finishing, curing and protecting.
		7.2	Lay resins floors to given working instructions using one of the following: – resin screeds; to include resin screeds and heavy duty screed flooring – resin self-smoothing; to include any two from multi-layer flooring, flow applied flooring or heavy duty flowable flooring – resin coatings; to include any two from floor seals, floor coatings and high build floor coatings.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set out floor to receive resins – position and secure construction and movement joints – prepare substrates to include applying primers and damp proof membranes – mix and apply resin floor finishes for screeds, self-smoothing or coatings to specified finish – protect and cure finished floor – use hand tools, power tools and equipment.
		7.4	Safely use and store hand tools and paddle, spiral and forced action mixer.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.5	State the needs of other occupations and how to communicate within a team when laying resin floors.
	7.6	Describe how to maintain the tools and equipment used when laying resin floors.

Unit F/600/7009
Manually Placing in Situ Concrete Flooring in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when manually placing in situ concrete flooring.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statement.
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information and regulations.
2	Know how to comply with relevant legislation and official guidance when manually placing in situ concrete flooring.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when manually placing in situ concrete flooring.	3.1	Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when manually placing in situ concrete flooring.
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			manually placing in situ concrete flooring, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to manually place in situ concrete flooring.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – structural concrete, construction joint materials, box outs, membranes, reinforcement – testing equipment including cones and cubes – hand and/or powered tools and equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to manually place in situ concrete flooring.
5	Minimise the risk of damage to the work and surrounding area when manually placing in situ concrete flooring.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		5.5	State why the disposal of waste should be carried out in relation to the work.
6	Complete the work within the allocated time when manually placing in situ concrete flooring.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to manually place in situ concrete flooring to the required specification.	7.1	Demonstrate the following work skills when manually placing in situ concrete flooring: – measuring, marking out, checking, spreading, levelling, compacting, testing and finishing.
		7.2	Lay concrete floors to given working instructions and: – receive – handle – test – place – compact – screed.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – check line, level and suitability of horizontal and vertical formwork/structure for the concrete pour – receive, handle and test concrete – place and compact concrete – screed concrete to level – use hand tools, power tools and equipment.
		7.4	Safely use and store hand tools, poker, beam vibrators and ancillary equipment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.5	State the needs of other occupations and how to communicate within a team when manually placing in situ concrete flooring.
	7.6	Describe how to maintain the tools and equipment used when manually placing in situ concrete flooring.

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