

# **SVQ in Roadbuilding (Construction) level 2**

**Candidate Guidance and Portfolio**

**Award Code: G89C 22**

**Candidate name:**

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# Section 1 — General information about SVQs

## Introducing SVQs

The qualification you are undertaking is a Scottish Vocational Qualification (SVQ).

SVQs are work-based qualifications which assess the skills and knowledge people have and need to perform their job role effectively. The qualifications are designed using national occupational standards.

For each industry sector there is a Sector Skills Council (SSC) which is made up of representatives from the industry or profession and it is the SSC's responsibility to develop the national occupational standards.

These standards define what employees, or potential employees, must be able to do, how well and in what circumstances to show they are competent in their work.

The Sector Skills Council for Roadbuilding (Construction) is: ConstructionSkills.

Access to SVQs is open to all and you can be assessed either against a particular Unit(s) or against the full SVQ. There are no entry requirements, no prescribed method of delivery, no time constraints for completion or age limits.

SVQs are available at five levels of achievement which reflect the various technical and supervisory skills, knowledge, and experience which employees should have as they progress in their industry.

## Who offers SVQs?

An organisation which offers SVQs is called a Centre. This may be a school, college, university, employer, training provider or a combination of these. The Centre has responsibility for the quality of the qualification and is required to work within an awarding body's policies and guidelines.

The Scottish Qualifications Authority (SQA) is your awarding body for this SVQ. This means that we are an organisation approved by government to design qualifications and awards. An awarding body endorses candidates' certificates so that an employer can be sure the qualification has gone through a rigorous and effective assessment process. SQA provides qualifications throughout the world and was formed by the merger of the Scottish Examinations Board (SEB) and the Scottish Vocational Education Council (SCOTVEC).

## What is the structure of an SVQ?

All SVQs have a common structure and consist of standards which can be broken down into various parts:

<b>Units and Elements</b>	<b>Units</b> define the broad functions carried out in your particular job and may be made up of a number of <b>Elements</b> . Each <b>Element</b> describes a specific work activity which you have to perform and may relate to skills or to the demonstration of knowledge and understanding.
<b>Performance criteria</b>	The level and quality of how you should carry out these activities is determined by a number of statements called <b>Performance Criteria</b> . <b>Performance Criteria</b> are used to judge your competence.
<b>Range/Scope statements</b>	A <b>range statement</b> tells you in what circumstances you must be able to prove your competence and allows you to demonstrate that you can carry out tasks in different circumstances. Items included in the range statements must not be treated as optional. <b>Range statements</b> are also called <b>scope</b> in some National Occupational Standards.
<b>Evidence requirements</b>	The <b>Evidence requirements</b> specify the amount and type of evidence which you will need to provide to your assessor to show that you have met the standards specified in the performance criteria and in all the circumstances defined in the range statements.
<b>Knowledge and understanding</b>	The section on <b>knowledge and understanding</b> states what you must know and understand and how this knowledge applies to your job.

If you are not yet clear about how we define standards — just remember that the standards have been developed by experts within your industry or profession and that all candidates aiming for this particular SVQ are being assessed against the same standards.

You will find an example of an SVQ Unit overleaf.

## An example of an SVQ Unit

### UNIT (VR 02)

### Conform to efficient work practices

This is the **UNIT** title — it describes a role and task.

The **SCOPE** defines the various circumstances in which you must be able to prove you are competent.  
You must cover all of the items in the **scope** statement.

#### Performance Criteria

**PERFORMANCE CRITERIA** set out the standard of performance you need to demonstrate consistently to claim competence in a particular **Unit**.

*You must:*

- 1 Communicate with others to establish productive work relationships.
- 2 Follow organisational procedures to maintain good work relationships.
- 3 Maintain records in accordance with the organisational procedures.

#### Scope of Performance

Evidence must be work-based, simulation alone is only allowed where shown in ***bold italics***.

- 1 Communication with colleagues/clients to ensure that the work is carried out efficiently.
- 2 Procedures and use of resources, allocation of work and method of work.  
Work carried out in conjunction with others.
- 3 Documentation required by the organisation is completed.

#### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

Performance Criteria 1 — Communicate with others

- K1 The methods of **communication** with other workplace personnel and/or client.

Performance Criteria 2 — Work relationships

- K2 How organisational **procedures** are applied to maintain good work **relationships**.

Performance Criteria 3 — Maintain records

- K3 How to maintain **documentation** in accordance with organisational procedures.

#### Scope of Knowledge and Understanding

The Knowledge and Understanding evidence should relate to the occupational area being assessed.

- K1 **Communication**  
Written, oral and electronic.
- K2 **Documentation**  
Job cards, worksheets, material/resources lists and time sheets.
- K3 **Procedures**  
Use of resources for own and other's work requirements.  
Allocation of appropriate work to employees.  
Organisation of work sequence.
- K4 **Relationships** Individuals, workplace groups (client and/or operative, operative and line management, own occupation and allied occupations).

The **KNOWLEDGE AND UNDERSTANDING** requirements state what you must know and understand and how this knowledge applies to your job.

## How are SVQs achieved?

When you consistently meet the standards described in the elements and show that you have the required skills and knowledge across the range, you can then claim that you are *competent* in each Unit. You can claim certification for single Units or whole awards. Your Centre will register your claim to competence through the Awarding Body. The Awarding Body you are registered with for this SVQ is the Scottish Qualifications Authority (SQA).

**Scottish Qualifications Authority**  
**The Optima Building**  
**58 Robertson Street**  
**Glasgow**  
**G2 8DQ**

The process of gaining an SVQ is flexible and depends on your needs. At the beginning of the process your assessor will review your existing competence in relation to the standards and identify the most suitable SVQ. The level you start at will depend on the type and breadth of your current job role together with your past experience, skills and any relevant prior learning.

To achieve an SVQ, or a Unit of an SVQ, you must:

- ◆ Demonstrate you meet the requirements of the performance criteria by collecting appropriate evidence as specified by the evidence requirements. This evidence is assessed against the national standards by a qualified assessor, who will be allocated to you by your Centre. This will usually be someone who knows you, such as a manager or supervisor.

Evidence may come from:

- ◆ the **accreditation of prior learning** — where evidence relates to past experience or achievements
- ◆ **current practice** — where evidence is generated from a current job role
- ◆ a **programme of development** — where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- ◆ a combination of these

## How are SVQs assessed?

Assessment is based on what you can do and involves you, your assessor, an internal verifier and an external verifier — see "Who does what in SVQs" on the following page.

You will be asked to prove you are competent by providing evidence which shows:

- ◆ you can perform all the specified tasks consistently to the required standard (**performance criteria**)
- ◆ you understand why you are doing things (**knowledge and understanding**)
- ◆ you can apply the required skills in different ways (**range/scope**)

Assessment is flexible and you can be certificated for each Unit you successfully achieve, even if you do not complete the full SVQ. There is no set period of time in which you need to complete a Unit. However, you and your assessor should still set target dates for completing each Unit, otherwise your qualification could go on forever. Be realistic though, as there are many factors such as your previous experience, demands within your workplace and an availability of resources which will affect how quickly you are able to achieve the qualification.

## Who does what in SVQs?

A number of individuals and organisations have parts to play in SVQ assessment. Their roles have been designed to guarantee fair, accurate and consistent assessment.

	<i>Who are they?</i>	<i>What is their role?</i>
<b>Candidates</b>	The person who wants to achieve the SVQ — in this case, you.	Need to show they can perform to national occupational standards in order to be awarded an SVQ or Unit(s).
<b>Assessors*</b>	An experienced person in the same area of work as the candidate eg supervisor.	Judge the evidence of a candidate's performance, knowledge and understanding against the national occupational standards. Decide whether the candidate has demonstrated competence. Provide guidance and support to the candidate. Assist with planning assessments, giving feedback and recording candidate progress.
<b>Internal Verifiers*</b>	Individuals appointed by an approved Centre to ensure the quality of assessment within the Centre.	Advise assessors and maintain the quality of assessment in a Centre. Systematically sample assessments to confirm the quality and consistency of assessment decisions.
<b>Approved Centres</b>	Organisations approved by awarding bodies to coordinate assessment arrangements for SVQs.	Manage assessment on a day to day basis.  Must have effective assessment practices and internal verification procedures.  Must meet criteria laid down by awarding bodies and be able to provide sufficiently-competent assessors and internal verifiers.
<b>External Verifiers*</b>	Individuals appointed by the Awarding Body to ensure that standards are being applied uniformly and consistently across all Centres offering the SVQ.	Check the quality and consistency of assessments, both within and between Centres, by systematic sampling.  Make regular visits to Centres to ensure they still meet the criteria to deliver SVQs.

\* Assessors and internal and external verifiers are required to have occupational expertise in the SVQs which they are assessing/verifying. They must also have, or be working towards, an appropriate qualification in assessment and verification.

## What is evidence?

To claim competence for an SVQ unit you need to gather evidence which shows you have met the standards. It is important that your evidence is easily understood so that it can be checked against the standards, by both your assessor, your Centre and the Awarding Body.

Evidence can take many forms including:

- ◆ direct observation of your performance by your assessor
- ◆ products of your work
- ◆ authenticated statement — witness testimony
- ◆ personal statement
- ◆ outcomes from questioning
- ◆ outcomes from simulation
- ◆ case studies
- ◆ assignments or projects
- ◆ Accreditation of Prior Learning (APL) — evidence from the past

It is important that your evidence is:

- ◆ **valid** — it relates to the SVQ standard you are trying to prove
- ◆ **authentic** — the evidence, or an identified part of it (eg a report) was produced by *you*
- ◆ **consistent** — achieved on more than one occasion
- ◆ **current** — usually not more than two years old
- ◆ **sufficient** — covers all the performance and knowledge requirements laid down in the standards

Your evidence may be collected through a range of sources, such as employment, voluntary work, training programmes and interests/activities which you perform outside your work. It can also be produced in various formats, eg your own reports; testimonies from colleagues, supervisors or members of the public; projects; models; audio tapes, photographs; videos.

When you first begin your SVQ, you and your assessor should identify all the Units where you can use **integration of assessment**. Further details about integration of assessment can be found on page 10.

## Demonstrating knowledge, understanding and skills

In order to meet the standards, you may also be required to prove knowledge and understanding. Each Unit contains a list summarising the knowledge, understanding and skills a candidate must possess. Evidence of how these have been achieved and applied could be included in the performance evidence as one or all of the following:

- ◆ descriptions of why a particular approach was used
- ◆ personal reports about the learning process
- ◆ reflective reports which include how a theory or principle was applied
- ◆ assessment interviews
- ◆ assessment tests
- ◆ responses to questioning

These should be included in your portfolio.

## How will my assessor check I have the knowledge and understanding listed in the standards?

For some Units, it will be clear to your assessor that you have the required knowledge and understanding from how you carry out your work. This is often referred to as *knowledge and understanding apparent from performance*. There will be other occasions though, when your assessor will be unsure if you know why, for example, it is important to give information to clients in certain situations. This could be because your assessor has not had the opportunity to observe all the performance criteria and range during assessment. In these situations, your assessor may wish to assess your knowledge and understanding by asking you some questions. These questions can be given orally or in writing, but will be recorded in your portfolio as evidence.

Your assessor could also check you have the required level of knowledge and understanding by asking you to produce personal statements or to complete a project or assignment.

## What if I have previous experience and knowledge and understanding from work and other qualifications?

If you have previous work experience, skills, and knowledge and understanding which you feel is relevant to your SVQ, you should tell your assessor about it. Your assessor may ask you for more proof in the form of letters from previous employers/training providers or details about any courses you have completed.

For example, you may have achieved an HNC in a relevant subject in which case your assessor may feel that you already have some of the knowledge and understanding required for the SVQ.

The process of matching your previous experience and learning is often referred to as the Accreditation of Prior Learning (APL). The purpose of this process is to try and give you some credit towards your SVQ for things you can already do to the national standard. Your assessor judges the evidence available and matches it against the requirements of the SVQ. This means that your assessor should not have to assess you for these things all over again.

However, the success of this process depends on *you* telling *your assessor* what previous work experience or knowledge and understanding you have and how you think it is relevant to your SVQ. The more information you can supply to support your claims, the easier it should be to convince your assessor that you are competent.

## When can simulation be used?

Throughout your SVQ, the emphasis is on you being able to carry out real work activities so assessment will normally be carried out in the workplace itself.

There may be times, however, when it might not be appropriate for you to be assessed while you are working. For example your SVQ might require you to carry out emergency or contingency procedures (for safety or confidentiality reasons) or your job role may not cover all aspects of the qualification. In such instances, when you have no other means of generating evidence, **simulation** might be appropriate.

Simulation is any structured exercise involving a specific task which reproduces real-life situations. Care must be taken though to ensure that the conditions in which you are assessed *exactly* mirror the work environment ie it is a **realistic working environment**.

You and your assessor should check the assessment strategy for your SVQ carefully to find out the Sector Skills Council's (SSC's) view of what constitutes a realistic working environment. Some SSC's stipulate the specific elements which are suitable for this approach.

## Integration of assessment

It is not necessary for you to have each Unit assessed separately — doing so could result in assessment which takes too long and places too great a burden on you and your assessor.

There will be instances when you will be able to use one piece of evidence to prove your competence across different Units or Performance Criteria. You may even find that evidence is relevant for different Units — this is called **integration of assessment**.

When you first begin your SVQ, you and your assessor will spend time looking at the standards, planning how much time you are both able to devote to the qualification and drawing up an action plan.

At this stage, you should identify any activities which relate to more than one Unit or outcome and arrange for the best way to collect a single piece of evidence which satisfactorily covers all the Performance Criteria.

If you are going to integrate assessments, make sure that the evidence is cross-referenced to the relevant Units. Details of how to cross reference your evidence can be found in Section 2 "How to compile your portfolio".

# Section 2 — How to compile your portfolio (including worked examples)

## General information

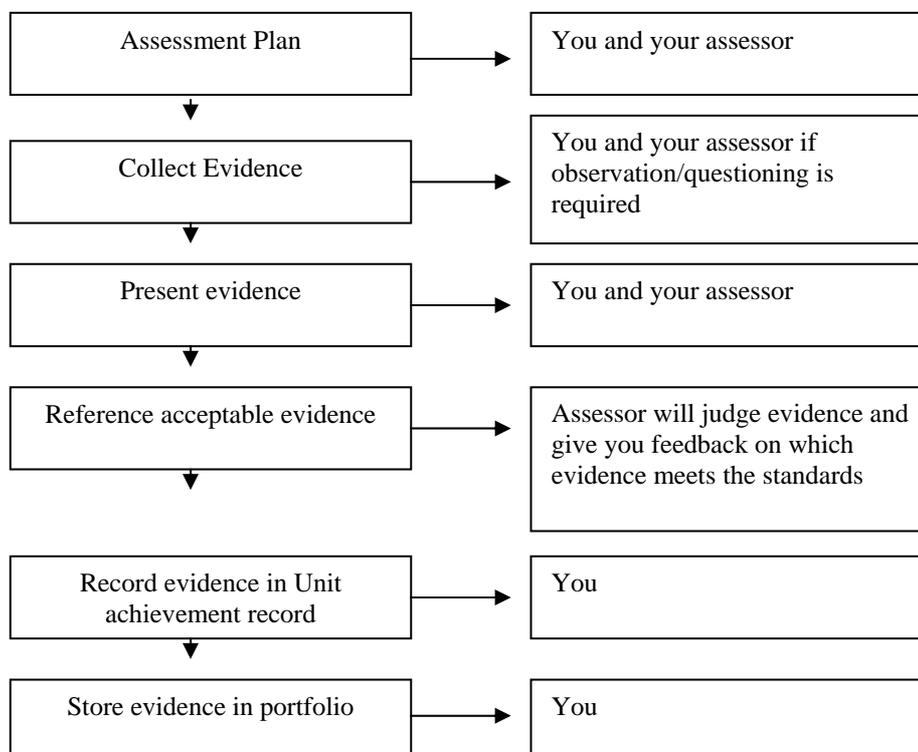
A portfolio, like a log book, is a way of recording evidence of your achievements. It is a collection of different items of evidence which indicates that you have the required skills, knowledge and understanding to support your claim to a qualification.

The production of a well-organised, clearly labelled portfolio which relates each piece of evidence to the relevant outcomes and Performance Criteria requires a careful methodical approach. When your assessor looks through your portfolio, they will find the task of making judgements about your competence much easier if the information in it is presented in a logical sequence.

You will need to present your evidence in a format that is easy to read and in which materials can be added or taken away. This section gives suggestions on how to lay out and present your evidence and includes worked examples. There are also forms and matrices which will assist you to chart your progress through the award.

You do not have to lay out your evidence in the way suggested but you may find it helpful to do so. Each portfolio will be different in content but all should include information about you (the candidate), the organisation where you are undertaking your qualification, the assessor and so on.

## Evidence Collection Process



## Planning your portfolio

Start by carefully reading through the standards and, together with your assessor, decide which Units you might like to work on first. You do not have to do the Units in order. There may be some Units that relate to tasks which you carry out on a regular basis, therefore making it easier to collect evidence right away. Alternatively, there may be activities in other Units which you only undertake now and again, these can be left until the opportunity arises for you to collect evidence.

Before you start looking for different kinds of evidence and deciding if they should be included in your portfolio, you will find it helpful to plan how you will carry out the tasks and how long they are going to take.

The plan is usually referred to as an “**assessment plan**”. It should be produced in discussion with your assessor and will set out the different stages in developing your portfolio. You will probably want to produce a plan for each Unit.

It is unlikely that you will be able to complete all of the Units straight away and you should therefore think about starting with those Units where you have a lot of experience and in which you work well. You should also remember to identify any opportunities for **integration of assessment**.

We have provided you with a “**Unit progress record**” — see Example 2. Each time you complete a Unit, your assessor should sign and date the relevant section on the form. At this stage, it might be a good idea to check that all your evidence and recording documents have been completed correctly and can easily be located. You can then circle the reference number of that Unit in the checkboxes at the top of the form so that you can see at a glance what stage you are at in your SVQ.

## Starting your portfolio

Make sure that you clearly label your portfolio (or disk if you are recording your evidence electronically) with your name together with the title and level of the award.

Your portfolio will need a *title page* and a *contents page*. You should also complete a *Personal Profile* which records details about yourself and your job as well as providing information about your employer, training provider or college. Blank samples of these forms are provided in Section 4.

We recommend that you compile your portfolio in the following order:

<b>Title Page</b>
<b>Contents Checklist</b>
<b>Personal Profile</b>
<b>Unit Progress Record</b>
<b>Completed Unit Achievement Records</b>
<b>Index of Evidence</b>
<b>Pieces of evidence</b>
<b>Glossary of terms</b>
<b>Standards</b>

## Contents checklist

You might also find it useful to complete the following checklist as you work your way through your portfolio. This will help you to see if you have included all the relevant items. Once you have completed your portfolio, you will be able to use this checklist again as a contents page, by inserting the relevant page or section numbers in the right hand column.

	Completed?	Page/Section number
Title page for the portfolio	<input type="checkbox"/>	
Personal profile		
◆ your own personal details	<input type="checkbox"/>	
◆ a brief CV or career profile	<input type="checkbox"/>	
◆ description of your job	<input type="checkbox"/>	
◆ information about your employer/training provider/college	<input type="checkbox"/>	
Unit Assessment Plans	<input type="checkbox"/>	
Unit progress record	<input type="checkbox"/>	
Completed Unit Achievement Records for each unit		
◆ signed by yourself, your assessor and the internal verifier (where relevant)	<input type="checkbox"/>	
◆ Evidence reference numbers included	<input type="checkbox"/>	
Index of evidence (with cross-referencing information completed)	<input type="checkbox"/>	
Evidence (with reference numbers)		
◆ observation records	<input type="checkbox"/>	
◆ details of witnesses (witness testimony sheets)	<input type="checkbox"/>	
◆ personal statements	<input type="checkbox"/>	
◆ products of performance	<input type="checkbox"/>	

## Collecting your evidence

All of the evidence which you collect and present for assessment must be relevant to your SVQ. Your assessor will help you choose which pieces of evidence you should include.

We have provided blank forms in Section 4 of this document, which you can photocopy to help you record and present your evidence. Although we have provided you with sample forms, your Centre may have their own recording documents which they would prefer you to use.

Some of these forms eg **observation records** and the **record of questions and answers**, will be completed by your assessor. Other forms (**witness testimonies**) will be used by people other than your assessor to testify that they have observed you doing your job, and there is one for you to complete called a **personal statement**.

Explanations are given below about how and when these forms should be used.

### Observation record (Example 5)

The observation record is used by your assessor to record what tasks you have performed and to what standard. There is also a section for your assessor to note which other Units or outcomes are covered by this evidence ('integration of assessment').

The assessor will discuss with you which performance criteria and range you have successfully achieved and give you feedback. This form should then be given a reference number and included in your portfolio as part of your evidence.

### Witness testimony (Example 6)

There may be occasions when your assessor is not available to observe you carrying out certain aspects of your job. In such instances, it may be appropriate for another person to comment about your performance by completing a statement called a 'witness testimony'.

Witness testimony should only be used as supporting evidence and should:

- ◆ be provided by a person, not related to you, who is in a position to make a valid comment about your performance eg supervisor, line manager or possibly a client/customer
- ◆ contain comments which specifically relate your performance to the standards
- ◆ be authenticated by the inclusion of the witness's signature, role, address, telephone number and the date

It is unlikely that your assessor would make an assessment decision based on witness testimony alone. They would normally supplement this type of evidence with questioning.

### Record of questions and candidate's answers (Example 7)

This form is used to record any questions which your assessor may ask, to establish whether you have the required level of knowledge and understanding associated with each Unit. There is also space on the form for your answers to be noted.

## Personal statement (Example 4)

There will be times when you need to put a piece of your evidence in context for your assessor so that they can decide if it is relevant to your SVQ. You can complete personal statements to help you do this — these can relate either to the pieces of evidence or to each outcome or Unit.

For example, you may refer to paperwork which is often used in your organisation to help you pass on information to a colleague. It may not be clear to an assessor why you are communicating to your colleague in this way and a **brief** explanation of the paperwork and why it is relevant to a particular part of your SVQ may be required.

A personal statement might also be used to record your experience of something, such as, how you handled a specific situation. This can be documented in your personal statement and should be a description of what you did, how you did it and why you did it. It will also allow you to include the people who were present and either assisted you or witnessed your actions. This, in turn, might identify who you should approach for ‘witness testimony’. In your personal statement you could also refer to product evidence that you have produced (eg reports, notes, completed forms), these can also be included as evidence in your portfolio.

The personal statement can be a piece of evidence in itself and should therefore be included in your portfolio.

## Photographic evidence

There will be times when the assessor is not available to witness you demonstrate your evidence on the construction site. Photographs are often used in these situations to record the candidate's product evidence. Good, well, structured, sequential and detailed photographs can be very useful as secondary evidence in these type of situations. However, these photographs must always be accompanied with information including site name, exact site location, activity and date and time taken.

## Presenting your evidence

It is important to present all of your evidence in a clear, consistent and legible manner. Your assessor will then find it much easier to make appropriate judgements about the quality, sufficiency and currency of the materials you are putting forward for consideration.

It is not necessary to produce all of your evidence in typewritten format — some hand-written pieces of evidence, such as notes, will be perfectly acceptable.

There may also be items of evidence which you cannot physically include in your portfolio. This might be for confidentiality reasons or it could be that something which you have produced as part of your day-to-day work is normally kept in a filing cabinet or stored electronically in a PC.

In compiling your portfolio, we suggest that anything you produce as part of your day-to-day work is kept in its normal location, but those pieces of evidence which have been produced specifically for your SVQ, eg witness testimony statements or personal statements, are filed in your portfolio. However, assessors and verifiers should be able to locate and access your evidence at all times. It is, therefore, very important that you clearly reference every item of evidence.

## Referencing your evidence

Your assessor, as well as the internal and external verifiers, will need to find their way around your portfolio, so you should give each piece of evidence a number.

**Remember**, that where you have used "integration of assessment", you need to give details of all the Units which are linked to a specific piece of evidence. The links should be noted on the pieces of evidence themselves as well as on the index of evidence (cross-referencing).

## How to complete the Index of evidence (Example 1)

You should complete an *index of evidence* sheet and file it immediately before the actual pieces of evidence in your portfolio.

The index of evidence should be completed by:

- ◆ entering the evidence number in the first column
- ◆ giving a brief description of each piece of evidence in the second column
- ◆ explaining where the evidence can be found in the third column

You must make sure that the information contained in the evidence index is accurate when you give your portfolio to your assessor, particularly in relation to where the evidence can be located.

## Completing the Unit Achievement Records (Example 3)

There is a Unit achievement record for every Unit within this portfolio. These records have been designed to allow you to record the evidence you have gathered for each Unit. Each record has boxes across it which represent the performance criteria, range statement, evidence requirements and knowledge and understanding statement, these will differ from Unit to Unit so it is important to make sure you are using the right one. Whilst collecting your evidence you should use these grids to display the performance criteria, range, knowledge and understanding and evidence requirements that piece of evidence relates to. In the first box write the evidence index number you have given to that piece of evidence. In the second box give a brief description of the evidence, then tick against the relevant performance criteria, range, evidence requirements and knowledge and understanding.

## Worked examples

To give you a clearer picture of how to compile your portfolio, you will find worked examples of the various forms over the next few pages. You should ask your assessor for further advice and support if you are still unsure about how to use the forms and who should complete them.

## Index of evidence

(Example 1)

SVQ title and Level: Using IT at Level 3

<b>Evidence number</b>	<b>Description of evidence</b>	<b>Included in portfolio (Yes/No) If no, state location</b>	<b>Sampled by the IV (initials and date)</b>
1	Action plan identifying customer requirements	Yes	
2	Personal Statement	Yes	
3	Witness Testimony	Yes	
4	Record of Questions and Answers	Yes	
5	Log of configuration details and errors	Yes	
6	Observation Checklist	Yes	
7	Procedure for shutting down system	Yes	
8	Company media storage policy	No. Can be found with General Manager	

# Unit progress record

(Example 2)

Qualification and Level: Using IT at Level 3

Candidate: Anne Thomas

To achieve the whole qualification, you must prove competence in **mandatory** units and **optional** units.

**Unit Checklist** — circle the reference number of each unit as you complete

Circle the reference numbers as you complete each unit. You can then easily see what stage you have reached in your SVQ.

<b>Mandatory</b>	206	301	302	303	308		
<b>Optional</b>	305	306	311	312	326	327	

## Mandatory units

Unit Number	Title	Assessor	Date
206	Ensure your own actions reduce risks to H&S		
301	Select and enable IT for use	P. Jones	28/4/2000
302	Maintain the Software Environment	P. Jones	28/4/2000
303	Develop and maintain the effectiveness of the IT working environment	P. Jones	8/4/2000
308	Develop your own effectiveness and professionalis		

This section of the form is for your assessor to sign each time you successfully achieve a unit.

## Optional Units

305	Design and produce doc		
306	Design and produce spreadsheets		
311	Design and use databases		
312	Design & produce documents using graphics		
326	Design & produce presentations using IT		
327	Control the use of electronic communication		

# Unit achievement record

(Example 3)

UNIT (VR 02)

Conform to efficient work practices

Evidence Index No	Description of Evidence	Performance Criteria			Scope			Knowledge and Understanding relating to Performance Criteria			Scope of Knowledge and Understanding			
		1	2	3	1	2	3	K1	K2	K3	K1	K2	K3	K4
1	Action Plan	✓	✓		✓									
2	Personal Statement	✓	✓		✓									
3	Copy of Legislation		✓	✓			✓							
5	Record of Questions & Answers	✓	✓	✓	✓	✓	✓							
6	Log of Configuration Details					✓								

These numbers relate to your Evidence Index and will allow your assessor to find your evidence easily.

Give a brief description of the evidence you are offering for assessment against each performance criteria, range and piece of knowledge and understanding.

As you collect your evidence for assessment you should tick the relevant boxes. There is a box which represents each performance criteria and range in the Unit.

Candidates should enter which areas of knowledge and understanding that piece of evidence covers.

Candidate: \_\_\_\_\_ Assessor: \_\_\_\_\_ IV: \_\_\_\_\_  
 Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_

# Personal statement

# (Example 4)

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Units, elements, pcs, and range covered
4/4/00	1	<p>Statement that I know and understand customer requirements. Names of customer and software and hardware requirements in portfolio.</p> <p>Statements that I understand how to set up, equipment, configure software that met customer requirements. Details of equipment and software with dates are listed in portfolio.</p>	1	301.1.a,b,e Range 1

Candidate signature:           Anne Thomas          

Date:           2/4/2000

# Observation Record

(Example 5)

Unit/Element(s): (301) Select and Enable IT for Use

Candidate: Anne Thomas Date of observation: 28/4/2000

Evidence index number: 8

Skills/activities observed:	PCs and range covered:
Saving and storing files	Element 301.3 PCs: a-f Range: <b>materials</b> (consumables, removable storage media), <b>regulations</b> (current legislation, manufacturer's instructions, organisational procedures), <b>system</b> (application software, hardware, system software).

Knowledge and understanding apparent from this observation:

*Candidate can save and organise files. She can delete unwanted files and can shut down system according to organisation's procedures and manufacturer's instructions.*

Other units/elements to which this evidence may contribute:

**302.1.b,c Range 1,3**

Assessor comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor signature: Peter Jones

Date: 28/4/2000

Candidate signature: Anne Thomas

Date: 28/4/2000

## Witness testimony

(Example 6)

<b>SVQ title and Level:</b>	Using IT Level 3	
<b>Candidate name:</b>	<i>Anne Thomas</i>	
<b>Evidence index no:</b>	4	
<b>Where applicable, evidence no. to which this testimony relates:</b>		
<b>Element(s):</b>	301.2	<b>Range:</b> 1
<b>Date of evidence:</b>	8/4/2000	
<b>Witness name:</b>	<b>Ian Cummings</b>	
<b>Designation/relationship to candidate:</b>	Line manager	
<b>Details of testimony:</b>	<p>I can attest that I observed Anne Thomas following company and national regulations in the use of software. She understands and has knowledge of these regulations and I observed her following them when selecting and configuring software.</p> <p>I can confirm the candidate's evidence is authentic and accurate.</p>	
<b>Witness signature:</b>	<i>Ian Cummings</i>	
<b>Name:</b>	<b>Ian Cummings</b>	
<b>Date:</b>	<b>8/4/2000</b>	

Please tick the appropriate box:

**A1/A2 or D32 / D33 Award**

**Familiar with the SVQ standards to which the candidate is working**

## Record of questions and candidate's answers (Example 7)

<b>Unit:</b> 301 Select & enable IT for use	<b>Element(s):</b> 1
<b>Evidence index number:</b> 5	
<p>Circumstances of assessment:  As part of the staff induction scheme IT staff are regularly interviewed and asked about their knowledge and skills. Anne Thomas was interviewed on the 21 March 2000 and below is a summary of the interview where it relates to her knowledge of resources and problem solving.</p>	
<p>List of questions and candidate's responses:</p> <p>Q: If a member of staff asked you for a particular piece of equipment, would procedures would you follow?</p> <p>A: I would ensure that a hardware requisition form has been filled out with the rational for needing such equipment, countersigned by their line and general managers. If approved, next step would be to ask the member of staff if they need specific training. Pc 301.1.a,b,e Range 1,2,3</p> <p>Q: You discover that a member of staff has installed a piece of software on their workstation PC. What do you do?</p> <p>A: If they installed it themselves then this is a serious breach of company regulations and I would inform the IT manager. I would then remove the software. Pc 301.1.c, Range 2,3</p>	
Assessor's signature: Davinder Singh	Date: 21/3/2000
Candidate's signature: <i>Anne Thomas</i>	Date: 21/3/2000

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# Section 3 — The units and recording documents for your SVQ

## Unit Progress Record

Qualification and level: Roadbuilding (Construction) level 2

Candidate: \_\_\_\_\_

To achieve the whole qualification, you must prove competence in all **two mandatory** Units plus any **one optional** Unit and **one optional** route.

Please note the table below shows the SSC identification codes listed alongside the corresponding SQA unit numbers. It is important that the SQA unit numbers are used in all your recording documentation and when your results are communicated to SQA. SSC identification codes are **not valid** in these instances.

**Unit Checklist** — circle the reference number of each unit as you complete it.

<b>Mandatory</b>	VR01	VR02		
<b>Optional</b>	VR360	VR365		
<b>Optional Routes</b>	VR376	VR401	VR377	VR378
<b>Additional</b>	VR396	VR397	VR400	VR402

### Mandatory core Units (*all option routes*)

SQA Unit Number	SSC Unit Number	Title	Assessor	Internal Verifier	Date
DX9J 04	VR01	Conform to general workplace safety			
DX9H 04	VR02	Conform to efficient work practices			

### Optional Units (*all option routes*): (*one unit should be completed*)

DY16 04	VR360	Establish work area protection and safety			
F009 04	VR365	Segregate the area for highways works			

### Optional Routes: (*one of the following Optional Routes*)

#### Bituminous Paving (machine) Route (*one Unit required*)

DY34 04	VR376	Operate and control operations of road plant or machinery			
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SQA Unit Number	SSC Unit Number	Title	Assessor	Internal Verifier	Date
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**Concrete Paving (machine) Route (two Units required)**

DY36 04	VR376	Operate and control operations of road plant or machinery			
F00G 04	VR401	Set out secondary dimensional work control			

**Micro Surfacing (machine) Route (one Unit required)**

DY39 04	VR376	Operate and control operations of road plant or machinery			
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**Surface Dressing (machine) Route (one Unit required)**

DY3C 04	VR376	Operate and control operations of road plant or machinery			
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**Planing (machine) Route (one Unit required)**

DY3F 04	VR376	Operate and control operations of road plant or machinery			
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**Road Recycling (machine) Route (one Unit required)**

DY3J 04	VR376	Operate and control operations of road plant or machinery			
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**Soil Stabilisation (machine) Route (one Unit required)**

DY3L 04	VR376	Operate and control operations of road plant or machinery			
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**Surface Retexturing (machine) Route (one Unit required)**

DY3P 04	VR376	Operate and control operations of road plant or machinery			
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**Paving Marking (machine) Route (one Unit required)**

DY3V 04	VR376	Operate and control operations of road plant or machinery			
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**Pavement Marking (manual operations) Route (two Unit required)**

DX8M 04	VR377	Apply and remove pavement markings manually			
DY1Y 04	VR378	Install and remove permanent road studs			

SQA Unit Number	SSC Unit Number	Title	Assessor	Internal Verifier	Date
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**Additional Units (not compulsory)**

DX9W 04	VR396	Direct and guide the movement of plant or machinery			
DX8X 04	VR397	Arrange and secure loads			
DY6K 04	VR400	Operate specialised powered tools and equipment			
F00Y 04	VR402	Slings and signalling the movement of loads			

**Note:** Where industry requests, qualifications can, where applicable, be endorsed to show by what sector an optional route was achieved. Units, with the exception of VR 01, VR 02, VR 03, VR 209, VR 210 and VR 211, can be endorsed to show specific types of resources and/or activities that relate to the Unit.

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## UNIT (VR 01)

## Conform to general workplace safety

### Unit Summary

This Unit, in the context of your occupation and work environment, is about:

- ◆ awareness of relevant current statutory requirements and official guidance
- ◆ personal responsibilities relating to workplace safety, wearing appropriate personal protective equipment (PPE) and compliance with warning/safety signs
- ◆ personal behaviour in the workplace
- ◆ security in the workplace

*This Unit may provide evidence for the following SQA Core Skills:*

Communication Access 3

Communication Intermediate 1

## UNIT (VR 01)

## Conform to general workplace safety

### Performance Criteria

*You must:*

- 1 Identify hazards associated with the workplace and record and report in accordance with organisational procedure.
- 2 Comply with all workplace safety legislation requirements at all times
- 3 Comply with and maintain all organisational security arrangements and approved procedures.
- 4 Comply with all emergency procedures in accordance with organisational policy.

### Scope of Performance

Evidence must be work-based, simulation alone is only allowed where shown in ***bold italics***.

- 1 Hazards, associated with the workplace and occupations at work, are recorded and/or reported.
- 2 Safe use of general personal protective equipment (PPE) when in the work environment, in accordance with legislation and/or organisational requirements.  
Adherence to statutory requirements and/or safety notices and warning signs displayed in the workplace.  
***Safe use of fire extinguishers, as appropriate to the fire.***
- 3 Organisational procedures for maintaining the security of the workplace:
  - ◆ during the working day
  - ◆ on completion of the day's work
  - ◆ from unauthorised personnel (other operatives and/or the general public)
  - ◆ from theft
- 4 ***Organisational procedures in case of accident and/or fire.***

## UNIT (VR 01) Conform to general workplace safety

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

Performance Criteria 1 — Identification of hazards

- K1 The **hazards** associated with the occupational area.
- K2 The method of **reporting** hazards in the workplace.

Performance Criteria 2 — Workplace safety

- K3 What safety legislation **notices** are relevant to the occupational area.
- K4 Why and when **personal protective equipment (PPE)** should be used.

Performance Criteria 3 — Security arrangements

- K5 How **security** arrangements are implemented in the workplace.

Performance Criteria 4 — Emergency procedures

- K6 What the organisational **emergency procedures** are.
- K7 What the types of **fire extinguishers** are and how they are used.

### Scope of Knowledge and Understanding

The Knowledge and Understanding evidence should relate to the occupational area being assessed.

#### K1 **Emergency procedures**

In accordance with organisational requirements:

- ◆ accidents and emergencies associated with the type of work being undertaken and the work environment

#### K2 **Fire extinguishers**

Water, CO<sub>2</sub>, foam, powder, vaporising liquid and their uses.

#### K3 **Hazards**

Associated with the occupational area:

- ◆ resources, workplace, environment, substances, equipment, obstructions, storage, services and work activities

#### K4 **Notices**

Statutory requirements and/or official guidance for the occupation and the work area.

#### K5 **Personal Protective Equipment (PPE)**

As required for the general work environment:

- ◆ eg helmet, ear defenders, overalls, safety footwear and high visibility vests/jackets

#### K6 **Reporting**

Organisational recording procedures and statutory requirements.

#### K7 **Security**

Organisational procedures relating to the general public, site personnel and resources.

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**UNIT (VR 01)**

**Conform to general workplace safety**

Notes/Comments

*The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met*

**Candidate:** \_\_\_\_\_

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

**Assessor:** \_\_\_\_\_

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

**Internal Verifier:** \_\_\_\_\_

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

## UNIT (VR 02)

## Conform to efficient work practices

### Unit Summary

This Unit, in the context of your occupation and work environment, is about:

- ◆ interpreting information
- ◆ planning and carrying out productive, efficient working practices
- ◆ working with others or as an individual

*This Unit may provide evidence for the following SQA Core Skills:*

Communication Access 3

Numeracy Access 3

Working with Others Access 3

## UNIT (VR 02)

## Conform to efficient work practices

### Performance Criteria

*You must:*

- 1 Communicate with others to establish productive work relationships.
- 2 Follow organisational procedures to maintain good work relationships.
- 3 Maintain records in accordance with the organisational procedures.

### Scope of Performance

Evidence must be work-based, simulation alone is only allowed where shown in ***bold italics***.

- 1 Communication with colleagues/clients to ensure that the work is carried out efficiently.
- 2 Procedures and use of resources, allocation of work and method of work.  
Work carried out in conjunction with others.
- 3 Documentation required by the organisation is completed.

## UNIT (VR 02) Conform to efficient work practices

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

Performance Criteria 1 — Communicate with others

K1 The methods of **communication** with other workplace personnel and/or client.

Performance Criteria 2 — Work relationships

K2 How organisational **procedures** are applied to maintain good work **relationships**.

Performance Criteria 3 — Maintain records

K3 How to maintain **documentation** in accordance with organisational procedures.

### Scope of Knowledge and Understanding

The Knowledge and Understanding evidence should relate to the occupational area being assessed.

K1 **Communication**

Written, oral and electronic.

K2 **Documentation**

Job cards, worksheets, material/resources lists and time sheets.

K3 **Procedures**

Use of resources for own and other's work requirements.

Allocation of appropriate work to employees.

Organisation of work sequence.

K4 **Relationships** Individuals, workplace groups (client and/or operative, operative and line management, own occupation and allied occupations).





**UNIT (VR 02)**

**Conform to efficient work practices**

Notes/Comments

*The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met*

**Candidate:** \_\_\_\_\_

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

**Assessor:** \_\_\_\_\_

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

**Internal Verifier:** \_\_\_\_\_

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

## UNIT (VR 360)

## Establish work area protection and safety

### Unit Summary

This Unit is about:

- ◆ interpreting information
- ◆ adopting safe and healthy work practices
- ◆ selecting materials, components and equipment
- ◆ determining the protection and safety requirements
- ◆ preparing, providing for and maintaining the protection and safety of the occupational area of work

*This Unit may provide evidence for the following SQA Core Skills:*

Communication Access 3

Working with Others Access 3

## UNIT (VR 360)

## Establish work area protection and safety

### Performance Criteria

*You must:*

- 1 Interpret the given information relating to the work and resources to confirm its relevance.
- 2 Comply with the given, relevant legislation and official guidance to carry out your work and maintain safe work practices.
- 3 Select the required quantity and quality of resources for the methods of work.
- 4 Comply with organisational procedures to minimise the risk of damage to the work and surrounding area.
- 5 Comply with the given contract information to carry out the work efficiently to the required specification.
- 6 Complete the work within the allocated time, in accordance with the programme of work.

### Scope of Performance

Evidence must be work-based, simulation alone is only allowed where shown in ***bold italics***.

- 1 Interpretation of drawings, plans, method statements, specifications, schedules, site inspections, manufacturer's information, related to the work to be carried out.
- 2 Safe use of personal protective equipment (PPE) to carry out the activity, in accordance with legislation and/or organisational requirements.  
Safe use and storage of tools and equipment.
- 3 Selection of resources associated with own work:
  - ◆ materials, components and fixings
  - ◆ tools and equipment
- 4 Protection of the work and its surrounding area from damage.  
Disposal of waste in accordance with legislation.  
Minimise damage and maintain a clean work space.
- 5 Work skills to:
  - ◆ measure, set out, position, assemble, construct, secure and dismantleUse and maintain:
  - ◆ hand tools
  - ◆ portable power tools
  - ◆ ancillary equipmentInstall, maintain and remove temporary protection and safety arrangements of the work area, to contractor's working instructions, relating to:
  - ◆ barriers/temporary structures
  - ◆ protection and safety notices
  - ◆ safety lighting
- 6 Completion of own work within the estimated, allocated time to meet the needs of other occupants and/or client.

## UNIT (VR 360)

## Establish work area protection and safety

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

#### Performance Criteria 1 — Interpretation of information

- K1 The organisational procedures developed to report and rectify inappropriate **information** and unsuitable **resources**, and how they are implemented.
- K2 The types of **information**, their source and how they are interpreted.
- K3 The organisational procedures to solve **problems** with the **information** and why it is important they are followed.

#### Performance Criteria 2 — Safe work practices

- K4 The level of understanding operatives must have of **information** for relevant, current **legislation and official guidance** and how it is applied.
- K5 How **emergencies** should be responded to and who should respond.
- K6 The organisational **security procedures** for tools, equipment and personal belongings.
- K7 What the accident reporting procedures are and who is responsible for making the report.
- K8 Why and when **personal protective equipment (PPE)** should be used.

#### Performance Criteria 3 — Selection of resources

- K9 The characteristics, quality, uses, limitations and defects associated with the **resources** and how defects should be rectified.
- K10 How the **resources** should be used and how any **problems** associated with the **resources** are reported.
- K11 The organisational procedures to select **resources**, why they have been developed and how they are used.
- K12 The **hazards** associated with the **resources** and **methods of work** and how they are overcome.

### Knowledge and Understanding relating to Performance Criteria (cont)

#### Performance Criteria 4 — Minimise the risk of damage

- K13 How to **protect work** from damage and the purpose of protection.
- K14 Why **disposal of waste** should be carried out safely and how it is achieved.

#### Performance Criteria 5 — Meet the contract specification

- K15 How **methods of work**, to meet the specification, are carried out and **problems** reported.
- K16 How **maintenance** of tools and equipment is carried out.

#### Performance Criteria 6 — Allocated time

- K17 What the **programme** is for the work to be carried out in the estimated, allocated time and why deadlines should be kept.

## UNIT (VR 360)

## Establish work area protection and safety

### Scope of Knowledge and Understanding

The Knowledge and Understanding evidence should relate to the occupational area being assessed.

- K1 Disposal of waste**  
Environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
- K2 Emergencies**  
Operative's response to situations in accordance with organisational authorisation and personal skills when involved with:
- ◆ fires, spillages, injuries
  - ◆ relating to the occupational area
- K3 Hazards**  
Those identified by method of work, manufacturers' technical information, statutory regulations and official guidance.
- K4 Information**  
Drawings, specifications, plans, method statement, schedules, site inspections, manufacturers' information and regulations governing buildings.
- K5 Legislation and official guidance**  
This relates to the operative's understanding of their responsibilities regarding current legislation 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
- K6 Maintenance**  
Operative care of hand tools and/or portable power tools and ancillary equipment.

### Scope of Knowledge and Understanding (cont)

- K7 Methods of work**  
Application of knowledge for safe work practices, procedures, skills and transference of competence, relating to the area of work and materials used, to:
- ◆ plan for the protection and the safety of the work and surrounding environment
  - ◆ install and maintain the protection and safety of the work and surrounding environment
  - ◆ remove protection and safety arrangements from the work area
  - ◆ use hand tools, power tools and equipment
- Team work and communication.  
Needs of other occupations associated with providing for and maintaining the protection and safety of the work area.
- K8 Personal Protective Equipment (PPE)**  
Occupational use, type, purpose of each type and work situations.
- K9 Problems**  
Those arising from information, resources and methods of work:
- ◆ own authority to rectify
  - ◆ organisational reporting procedures
- K10 Programme**  
Types of progress charts, timetables and estimated times.  
Organisational procedures for reporting circumstances which will affect the work programme.
- K11 Protect work**  
Against damage from general workplace activities, other occupations and adverse weather conditions.

## **UNIT (VR 360)**

## **Establish work area protection and safety**

### **Scope of Knowledge and Understanding (cont)**

#### **K12 Resources**

Materials, components and equipment relating to types, quantity, quality and sizes of standard and/or specialist:

- ◆ safety and security barriers
- ◆ protection and safety notices
- ◆ temporary structures
- ◆ signs and lightning
- ◆ hand and/or powered tools and equipment

Methods of calculating quantity, quality, length and area.

#### **K13 Security procedures**

Site, workplace, company and operative.

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**UNIT (VR 360)**

**Establish work area protection and safety**

Notes/Comments

*The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met*

**Candidate:** \_\_\_\_\_

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

**Assessor:** \_\_\_\_\_

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

**Internal Verifier:** \_\_\_\_\_

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

## UNIT (VR 365)

## Segregate the area for highways works

### Unit Summary

This Unit is about:

- ◆ interpreting information
- ◆ adopting safe and healthy working practices
- ◆ selecting materials, components and equipment
- ◆ preparing for and segregating the area for highways works

*Note: If candidates achieve this Unit, they have met the competence for Unit 2 of the Streetworks Qualification.*

*This Unit may provide evidence for the following SQA Core Skills:*

Communication Access 3

Communication Intermediate 1

Numeracy Access 3

Working with Others Access 3

## UNIT (VR 365)

## Segregate the area for highways works

### Performance Criteria

*You must:*

- 1 Interpret the given information relating to the work and resources to confirm its relevance.
- 2 Comply with the given, relevant legislation and official guidance to carry out your work and maintain safe work practices.
- 3 Select the required quantity and quality of resources for the methods of work.
- 4 Comply with organisational procedures to minimise the risk of damage to the work and surrounding area.
- 5 Comply with the given contract information to carry out the work efficiently to the required specification.
- 6 Complete the work within the allocated time, in accordance with the programme of work.

### Scope of Performance

Evidence must be work-based, simulation alone is only allowed where shown in ***bold italics***.

- 1 Interpretation of drawings, specifications, schedules, site inspections, manufacturer's information, related to the work to be carried out.
- 2 Safe use of personal protective equipment (PPE) to carry out the activity, in accordance with legislation and/or organisational requirements.  
Safe use and storage of tools and equipment.
- 3 Selection of resources associated with own work:
  - ◆ materials and components
  - ◆ tools and equipment
- 4 Protection of the work and its surrounding area from damage. Disposal of waste in accordance with legislation.  
Minimise damage and maintain a clean work space.

### Scope of Performance (cont)

- 5 Work skills to:
  - ◆ measure, locate, set out, position, assemble, and removeUse and maintain:
  - ◆ hand tools
  - ◆ portable power tools
  - ◆ ancillary equipmentSegregate the area for live highways works in compliance with recognised current Codes of Practice and contractor's working instructions, relating to:
  - ◆ access and egress to site
  - ◆ work activity and storage of resources
  - ◆ signs, lighting and guarding, portable traffic signals for traffic management controlRemove signs, lighting and guarding, portable traffic signals in compliance with recognised current Codes of Practice.
- 6 Completion of own work within the estimated, allocated time to meet the needs of other occupants and/or client.

## UNIT (VR 365)

## Segregate the area for highways works

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

#### Performance Criteria 1 — Interpretation of information

- K1 The organisational procedures developed to report and rectify inappropriate **information** and unsuitable **resources**, and how they are implemented.
- K2 The types of **information**, their source and how they are interpreted.
- K3 The organisational procedures to solve **problems** with the **information** and why it is important they are followed.

#### Performance Criteria 2 — Safe work practices

- K4 The level of understanding operatives must have of **information** for relevant, current **legislation and official guidance** and how it is applied.
- K5 How **emergencies** should be responded to and who should respond.
- K6 The organisational **security procedures** for tools, equipment and personal belongings.
- K7 What the accident reporting procedures are and who is responsible for making the report.
- K8 Why and when **personal protective equipment (PPE)** should be used.

#### Performance Criteria 3 — Selection of resources

- K9 The characteristics, quality, uses, limitations and defects associated with the **resources** and how defects should be rectified.
- K10 How the **resources** should be used and how any **problems** associated with the **resources** are reported.
- K11 The organisational procedures to select **resources**, why they have been developed and how they are used.

### Knowledge and Understanding relating to Performance Criteria (cont)

- K12 The **hazards** associated with the **resources** and **methods of work** and how they are overcome.

#### Performance Criteria 4 — Minimise the risk of damage

- K13 How to **protect work** from damage and the purpose of protection.
- K14 Why **disposal of waste** should be carried out safely and how it is achieved.

#### Performance Criteria 5 — Meet the contract specification

- K15 How **methods of work**, to meet the specification, are carried out and **problems** reported.
- K16 How **maintenance** of tools and equipment is carried out.

#### Performance Criteria 6 — Allocated time

- K17 What the **programme** is for the work to be carried out in the estimated, allocated time and why deadlines should be kept.

## UNIT (VR 365)

## Segregate the area for highways works

### Scope of Knowledge and Understanding

The Knowledge and Understanding evidence should relate to the occupational area being assessed.

- K1 **Disposal of waste**  
Environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
- K2 **Emergencies**  
Operative's response to situations in accordance with organisational authorisation and personal skills when involved with:  
◆ fires, spillages, injuries, traffic incidents
- K3 **Hazards**  
Those identified by method of work, manufacturers' technical information, statutory regulations and official guidance.
- K4 **Information**  
Drawings, specifications, schedules, manufacturers' information, statutory regulations and current Codes of Practice governing traffic management (NRSWA).
- K5 **Legislation and official guidance**  
This relates to the operative's understanding of their responsibilities regarding current legislation 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 in live traffic situations
- K6 **Maintenance**  
Operative care of hand tools and/or portable power tools ancillary equipment and traffic control equipment.

### Scope of Knowledge and Understanding (cont)

- K7 **Methods of work**  
Application of knowledge for safe work practices, procedures, skills and transference of competence, relating to the area of work and materials used, to:  
◆ plan for site safety, storage of materials and traffic management control around the highways works  
◆ set out signs, traffic lights, guarding for traffic management control  
◆ dismantle and remove signs, traffic lights, guarding  
◆ use hand tools, power tools and equipment  
Team work and communication.  
Needs of other occupations associated with segregating the area for highways works.
- K8 **Personal protective equipment (PPE)**  
Occupational use, type, purpose of each type and work situations.
- K9 **Problems**  
Those arising from information, resources and methods of work:  
◆ own authority to rectify  
◆ organisational reporting procedures
- K10 **Programme**  
Types of progress charts, timetables and estimated times.  
Organisational procedures for reporting circumstances which will affect the work programme.
- K11 **Protect work**  
Against damage from general workplace activities, other occupations and adverse weather conditions.

## UNIT (VR 365)

## Segregate the area for highways works

### Scope of Knowledge and Understanding (cont)

#### K12 Resources

Materials, components and equipment relating to types, quantity, quality and sizes of standard and/or specialist:

- ◆ signs, lights, guards and portable traffic lights
- ◆ pedestrian and vehicular traffic control systems
- ◆ give and take signs, notices and equipment for the traffic management control
- ◆ hand and/or powered tools and equipment

Methods of calculating quantity, length, area and wastage associated with the method/procedure for segregating the area for highways works.

#### K13 Security procedures

Site, workplace, company and operative.

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**UNIT (VR 365)**

**Segregate the area for highways works**

Notes/Comments

*The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met*

**Candidate:** \_\_\_\_\_

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

**Assessor:** \_\_\_\_\_

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

**Internal Verifier:** \_\_\_\_\_

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

## UNIT (VR 376)

## Operate and Control Operations of Road Plant or Machinery

### Unit Summary

This Unit is about:

- ◆ interpreting information for operations of plant or machinery
- ◆ adopting safe and healthy working practices
- ◆ selecting and/or using materials and equipment and/or accessories for road plant machinery operations
- ◆ preparing, operating, controlling and shutdown of plant or machinery operations as operator or as part of a team

*This Unit may provide evidence for the following SQA Core Skills:*

Communication Access 3

Communication Intermediate 1

Numeracy Access 3

Working with Others Access 3

## UNIT (VR 376)

## Operate and Control Operations of Road Plant or Machinery

### Performance Criteria

*You must:*

- 1 Interpret the given operating information relating to the use of plant or machinery and confirm its relevance.
- 2 Organise with others the sequence in which the work is to be carried out.
- 3 Comply with the relevant, current legislation, special legal status documents, official guidance and organisational procedures to maintain safe work practices.
- 4 Request resources to sustain plant or machinery operations to complete the programme of work.
- 5 Select plant or machinery resources for the methods of work and operations to be carried out.
- 6 Comply with organisational procedures to minimise the risk of damage to the work and surrounding area.
- 7 Comply with the given contract information to carry out the work efficiently to the required specification.
- 8 Complete the work within the allocated time, in accordance with the programme of work.

### Scope of Performance

Evidence must be work-based, simulation alone is only allowed where shown in ***bold italics***.

- 1 Interpretation of drawings, specifications, schedules, method statements, manufacturers' information, related to the plant or machinery operations and the work to be carried out.
- 2 Organisation of own work.  
Communication with team members and other associated occupations about the plant or machinery operation and the work to be carried out.

### Scope of Performance (cont)

- 3 Avoid hazards by following given safety information, including the use of personal protective equipment (PPE) to carry out the activity in accordance with legislation, Approved Codes of Practice and/or organisational requirements.  
Safe use and storage of plant or machinery, tools and equipment.
- 4 Follow organisational procedures for the requisition of consumables, materials and other resources.
- 5 Selection of resources associated with own work related to the plant or machinery operations and the work to be carried out:
  - ◆ tools, ancillary equipment and/or accessories
- 6 Protection of the work and its surrounding area from damage.  
Disposal of waste in accordance with legislation.  
Minimise damage and maintain a clean work space.
- 7 Work skills to:
  - ◆ check, set up, adjust, communicate, operate, control, secure, lay, strip, compact, mark, level and finishUse and maintain:
  - ◆ ancillary equipment and/or accessoriesOperate, control operations and shut down plant or machinery to given working instructions relating to one of the following areas:
  - ◆ **Bituminous paving:** as paver driver or any two of the following — screwman, roller driver, chipping machine driver, loader-compressor driver
  - ◆ **Concrete paving:** as driver/operator of the concrete paver
  - ◆ **Micro surfacing:** as driver/operator for any one of the following — applicator, tanker, tipper grab, sweeper
  - ◆ **Surface dressing:** as driver/operator in one of the following options — tanker, chipper, tanker and chipper combined, roller, loading shovel, sweeper

## UNIT (VR 376)

## Operate and Control Operations of Road Plant or Machinery

### Scope of Performance (cont)

- ◆ **Planing operations:** as driver/operator for plant up to 500 mm without elevator; 500 mm – 1 m with elevator; over 1 m with elevator
  - ◆ **Road recycling:** as driver/operator
  - ◆ **Soil stabilisation:** as driver/operator
  - ◆ **Surface retexturing:** as driver/operator
  - ◆ **Pavement marking:** as steersman/operator for white liner vehicle.
- 8 Completion of own work within the estimated allocated time to meet the needs of other occupations and/or client.

## UNIT (VR 376)

## Operate and Control Operations of Road Plant or Machinery

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

#### Performance Criteria 1 — Interpretation of information

- K1 The organisational procedures developed to report and rectify inappropriate **information** and unsuitable **resources**, and how they are implemented.
- K2 The types of **information**, their source and how they are interpreted.
- K3 The organisational procedures to solve **problems** with the **information** and why it is important they are followed.

#### Performance Criteria 2 — Organise with others

- K4 **Communication** of ideas between team members.
- K5 Organisation of **resources** in conjunction with the progress of work.
- K6 **Skills** required to carry out the work.

#### Performance Criteria 3 — Safe work practices

- K7 The level of understanding operatives must have of **information** for relevant, current **legislation, Approved Codes of Practice and official guidance** and how it is applied.
- K8 How **emergencies** should be responded to and who should respond.
- K9 The organisational **security procedures** for *plant and/or machinery*, tools, equipment and personal belongings.
- K10 What the accident reporting procedures are and who is responsible for making the report.
- K11 Why and when **personal protective equipment (PPE)** should be used.

### Knowledge and Understanding relating to Performance Criteria (cont)

#### Performance Criteria 4 — Request resources

- K12 The organisational procedures for requisitioning consumables and other **resources**.

#### Performance Criteria 5 — Selection of resources

- K13 The characteristics, quality, uses, limitations and defects associated with plant **resources** and how defects should be rectified.
- K14 How the **resources** should be used and how any **problems** associated with the **resources** are reported.
- K15 The organisational procedures to select **resources**, why they have been developed and how they are used.
- K16 The **hazards** associated with the **resources** and **methods of work** and how they are overcome.

#### Performance Criteria 6 — Minimise the risk of damage

- K17 How to **protect work** from damage and the purpose of protection.
- K18 Why **disposal of waste** should be carried out safely and how it is achieved.

#### Performance Criteria 7 — Meet the contract specification

- K19 How **methods of work**, to meet the specification, are carried out and **problems** reported.

## UNIT (VR 376)

## Operate and Control Operations of Road Plant or Machinery

### Knowledge and Understanding relating to Performance Criteria (cont)

Performance Criteria 7 — Meet the contract specification (cont)

K20 How **maintenance** of *plant and/or machinery*, tools and equipment is carried out.

Performance Criteria 8 — Allocated time

K21 What the **programme** is for the work to be carried out in the estimated, allocated time and why deadlines should be kept.

### Scope of Knowledge and Understanding

The Knowledge and Understanding evidence should relate to the occupational area being assessed.

#### K1 **Communication**

Discussions, sketches and briefings.

#### K2 **Disposal of waste**

Environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

#### K3 **Emergencies**

Operative's response to situations in accordance with organisational authorisation and personal skills when involved with:

- ◆ fires, spillages, injuries
- ◆ relating to the occupational activity

#### K4 **Hazards**

Those identified by method of work, risk/COSHH assessments, manufacturers' technical information, statutory regulations and official guidance.

#### K5 **Information**

Drawings, specifications, schedules, method statements, manufacturers' information and regulations governing operations of plant or machinery.

#### K6 **Legislation, Approved Codes of Practice and official guidance**

This relates to the operative's understanding of their responsibilities regarding current legislation 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.

## UNIT (VR 376)

## Operate and Control Operations of Road Plant or Machinery

### Scope of Knowledge and Understanding (cont)

#### K7 Maintenance

Operative care of plant or machinery and ancillary equipment.

#### K8 Methods of work

Application of knowledge for safe work practices, procedures, skills and transference of competence, relating to the area of work, to:

- ◆ identify with the work requirements and your occupational role
- ◆ identify with the type of plant or machinery to be used
- ◆ confirm the area of work, the operations, safety and security requirements
- ◆ prepare, set up and carry out checks for performance of the plant or machinery
- ◆ carry out and control operations according to your role and the required performance of plant or machinery
- ◆ stop, shut down operations and secure plant or machinery
- ◆ use equipment and/or accessories

Team work and communication.

Needs of other occupations associated with the operations and control of the plant or machinery.

#### K9 Personal protective equipment (PPE)

Occupational use, types, purpose of each type and work situations.

#### K10 Problems

Those arising from information, resources and methods of work:

- ◆ own authority to rectify
- ◆ organisational reporting procedures

#### K11 Programme

Types of progress charts, timetables and estimated times.

Organisational procedures for reporting circumstances which will affect the work programme.

### Scope of Knowledge and Understanding (cont)

#### K12 Protect work

Against damage from general workplace activities, other occupations and adverse weather conditions.

#### K13 Resources

Materials and components relating to the type and size of plant or machinery and the operations:

- ◆ consumables, lubricants, fuels
- ◆ attachments
- ◆ paving materials (bituminous; concrete; chippings)
- ◆ recycling materials
- ◆ line marking materials
- ◆ equipment/accessories

Methods of calculating weight, quantity, length and area associated with the method/procedure for operations and control of plant or machinery.

#### K14 Security procedures

Site, workplace, company and operative.

#### K15 Skills

Own occupation and occupations related to the work.







**UNIT (VR 376)**

**Operate and Control Operations of Road Plant or Machinery**

Notes/Comments

*The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met*

**Candidate:** \_\_\_\_\_

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

**Assessor:** \_\_\_\_\_

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

**Internal Verifier:** \_\_\_\_\_

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

## UNIT (VR 401)

## Set out secondary dimensional work control

### Unit Summary

This Unit is about:

- ◆ interpreting information
- ◆ adopting safe and healthy working practices
- ◆ selecting setting out equipment and ancillary resources
- ◆ preparing and setting out secondary dimensional control of the work

*This Unit may provide evidence for the following SQA Core Skills:*

Communication Access 3

Communication Intermediate 1

Numeracy Access 3

Numeracy Intermediate 1

Working with Others Access 3

## UNIT (VR 401)

## Set out secondary dimensional work control

### Performance Criteria

*You must:*

- 1 Interpret the given information relating to the work and resources to confirm its relevance.
- 2 Comply with the given, relevant legislation and official guidance to carry out your work and maintain safe work practices.
- 3 Select the required quantity and quality of resources for the methods of work.
- 4 Comply with organisational procedures to minimise the risk of damage to the work and surrounding area.
- 5 Comply with the given contract information to carry out the work efficiently to the required specification.
- 6 Complete the work within the allocated time, in accordance with the programme of work.

### Scope of Performance

Evidence must be work-based, simulation alone is allowed where shown in ***bold italics***.

- 1 Interpretation of drawings, method statements, specifications, schedules, manufacturers' information and reference points, related to the work to be carried out.
- 2 Safe use of personal protective equipment (PPE) and access equipment/working platforms to carry out the activity, in accordance with legislation and/or organisational requirements.  
Safe use and storage of tools and equipment.
- 3 Selection of resources associated with own work:
  - ◆ measuring tools and instruments
  - ◆ marking materials/components
  - ◆ tools and equipment

### Scope of Performance (cont)

- 4 Protection of the work and its surrounding area from damage.  
Disposal of waste in accordance with legislation.  
Minimise damage and maintain a clean work space.
- 5 Work skills to:
  - ◆ transfer, transpose, level, measure, mark, position, fix and secureUse and maintain:
  - ◆ hand tools
  - ◆ measuring and marking equipmentSet out secondary dimensional control for the work to contractor's working instructions for any THREE from:
  - ◆ line
  - ◆ level
  - ◆ depth
  - ◆ area
  - ◆ height
  - ◆ angle
- 6 Completion of own work within the estimated, allocated time to meet the needs of other occupations and/or client.

## UNIT (VR 401)

## Set out secondary dimensional work control

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

Performance Criteria 1 — Interpretation of information

- K1 The organisational procedures developed to report and rectify inappropriate **information** and unsuitable **resources**, and how they are implemented.
- K2 The types of **information**, their source and how they are interpreted.
- K3 The organisational procedures to solve **problems** with the **information** and why it is important they are followed.

Performance Criteria 2 — Safe work practices

- K4 The level of understanding operatives must have of **information** for relevant, current **legislation and official guidance** and how it is applied.
- K5 How **emergencies** should be responded to and who should respond.
- K6 The organisational **security procedures** for tools, equipment and personal belongings.
- K7 What the accident reporting procedures are and who is responsible for making the report.
- K8 Why and when **personal protective equipment (PPE)** should be used.

Performance Criteria 3 — Selection of resources

- K9 The characteristics, quality, uses, limitations and defects associated with the **resources** and how defects should be rectified.
- K10 How the **resources** should be used and how any **problems** associated with the **resources** are reported.
- K11 The organisational procedures to select **resources**, why they have been developed and how they are used.

### Knowledge and Understanding relating to Performance Criteria (cont)

- K12 The **hazards** associated with the **resources** and **methods of work** and how they are overcome.

Performance Criteria 4 — Minimise the risk of damage

- K13 How to **protect work** from damage and the purpose of protection.
- K14 Why **disposal of waste** should be carried out safely and how it is achieved.

Performance Criteria 5 — Meet the contract specification

- K15 How **methods of work**, to meet the specification, are carried out and **problems** reported.
- K16 How **maintenance** of tools and equipment is carried out.

Performance Criteria 6 — Allocated time

- K17 What the **programme** is for the work to be carried out in the estimated, allocated time and why deadlines should be kept.

## UNIT (VR 401)

## Set out secondary dimensional work control

### Scope of Knowledge and Understanding

The Knowledge and Understanding evidence should relate to the occupational area being assessed.

#### K1 **Disposal of waste**

Environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

#### K2 **Emergencies**

Operative's response to situations in accordance with organisational authorisation and personal skills when involved with:

- ◆ fires, spillages, injuries
- ◆ relating to the occupational area

#### K3 **Hazards**

Those identified by method of work, manufacturers' technical information, statutory regulations and official guidance.

#### K4 **Information**

Drawings, specifications, schedules, method statements, manufacturers' information, reference points and regulations governing buildings and construction work.

#### K5 **Legislation and official guidance**

This relates to the operative's understanding of their responsibilities regarding current legislation whilst working:

- ◆ in the workplace, below ground level, at height, with tools and equipment, with movement/storage of materials and by manual handling and mechanical lifting

#### K6 **Maintenance**

Operative care of hand tools, measuring and marking equipment and ancillary equipment.

### Scope of Knowledge and Understanding (cont)

#### K7 **Methods of work**

Application of knowledge for safe work practices, procedures, skills and transference of competence, relating to the area of work and materials used, 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

Methods of calculating height, depth, angle, length and area associated with the method/procedure to set out for secondary dimensional work control.

Team work and communication.

Needs of other occupations associated with setting out secondary dimensional control.

#### K8 **Personal protective equipment**

Occupational use, type, purpose of each type and work situations.

#### K9 **Problems**

Those arising from information, resources and methods of work:

- ◆ own authority to rectify
- ◆ organisational reporting procedures

#### K10 **Programme**

Types of progress charts, timetables and estimated times.

Organisational procedures for reporting circumstances which will affect the work programme.

## UNIT (VR 401)

## Set out secondary dimensional work control

### Scope of Knowledge and Understanding (cont)

#### K11 **Protect work**

Against damage from general workplace activities, other occupations and adverse weather conditions.

#### K12 **Resources**

Materials, components and equipment relating to types, quantity, quality and sizes of standard and/or specialist:

- ◆ measuring tools and instruments
- ◆ marking equipment
- ◆ level and alignment tools

Methods of calculating quantity of resources associated with the method/procedure to set out for secondary dimensional control.

#### K13 **Security procedures**

- ◆ Site, workplace, company and operative.

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**UNIT (VR 401)**

**Set out secondary dimensional work control**

Notes/Comments

*The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met*

**Candidate:** \_\_\_\_\_

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

**Assessor:** \_\_\_\_\_

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

**Internal Verifier:** \_\_\_\_\_

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

## UNIT (VR 377)

## Apply and Remove Pavement Markings Manually

### Unit Summary

This Unit is about:

- ◆ interpreting information
- ◆ adopting safe and healthy working practices
- ◆ selecting materials, components and equipment
- ◆ preparing for, applying and removing temporary pavement markings manually

*This Unit may provide evidence for the following SQA Core Skills:*

Communication Access 3

Communication Intermediate 1

Numeracy Access 3

Working with Others Access 3

## UNIT (VR 377)

## Apply and Remove Pavement Markings Manually

### Performance Criteria

*You must:*

- 1 Interpret the given information relating to the work and resources to confirm its relevance.
- 2 Comply with the given, relevant legislation and official guidance to carry out your work and maintain safe work practices.
- 3 Select the required quantity and quality of resources for the methods of work.
- 4 Comply with organisational procedures to minimise the risk of damage to the work and surrounding area.
- 5 Comply with the given contract information to carry out the work efficiently to the required specification.
- 6 Complete the work within the allocated time, in accordance with the programme of work.

### Scope of Performance

Evidence must be work-based, simulation alone is only allowed where shown in ***bold italics***.

- 1 Interpretation of drawings, specifications, schedules, manufacturers' information, related to the work to be carried out.
- 2 Safe use of personal protective equipment (PPE) to carry out the activity, in accordance with legislation and/or organisational requirements.  
Safe use and storage of tools and equipment.
- 3 Selection of resources associated with own work:
  - ◆ materials, components and fixings
  - ◆ tools and equipment
- 4 Protection of the work and its surrounding area from damage.  
Disposal of waste in accordance with legislation.  
Minimise damage and maintain a clean work space.

### Scope of Performance (cont)

- 5 Work skills to:
  - ◆ measure, set out, mark, position, prepare, apply, remove and communicateUse and maintain:
  - ◆ hand tools
  - ◆ portable power tools
  - ◆ ancillary equipmentApply and remove temporary pavement markings manually to contractor's specifications and working instructions, any TWO from the following:
  - ◆ thermoplastic applications
  - ◆ painting applications
  - ◆ preformed applications
  - ◆ bonded surface mounted studs
- 6 Completion of own work within the estimated, allocated time to meet the needs of other occupations and/or client.

## UNIT (VR 377)

## Apply and Remove Pavement Markings Manually

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

#### Performance Criteria 1 — Interpretation of information

- K1 The organisational procedures developed to report and rectify inappropriate **information** and unsuitable **resources**, and how they are implemented.
- K2 The types of **information**, their source and how they are interpreted.
- K3 The organisational procedures to solve **problems** with the **information** and why it is important they are followed.

#### Performance Criteria 2 — Safe work practices

- K4 The level of understanding operatives must have of **information** for relevant, current **legislation and official guidance** and how it is applied.
- K5 How **emergencies** should be responded to and who should respond.
- K6 The organisational **security procedures** for tools, equipment and personal belongings.
- K7 What the accident reporting procedures are and who is responsible for making the report.
- K8 Why and when **personal protective equipment (PPE)** should be used.

#### Performance Criteria 3 — Selection of resources

- K9 The characteristics, quality, uses, limitations and defects associated with the **resources** and how defects should be rectified.
- K10 How the **resources** should be used and how any **problems** associated with the resources are reported.
- K11 The organisational procedures to select **resources**, why they have been developed and how they are used.
- K12 The hazards associated with the resources and methods of work and how they are overcome.

### Knowledge and Understanding relating to Performance Criteria (cont)

#### Performance Criteria 4 — Minimise the risk of damage

- K13 How to **protect work** from damage and the purpose of protection.
- K14 Why **disposal of waste** should be carried out safely and how it is achieved.

#### Performance Criteria 5 — Meet the contract specification

- K15 How **methods of work**, to meet the specification, are carried out and **problems** reported.
- K16 How **maintenance** of tools and equipment is carried out.

#### Performance Criteria 6 — Allocated time

- K17 What the **programme** is for the work to be carried out in the estimated, allocated time and why deadlines should be kept.

## UNIT (VR 377)

## Apply and Remove Pavement Markings Manually

### Scope of Knowledge and Understanding

The Knowledge and Understanding evidence should relate to the occupational area being assessed.

#### K1 Disposal of waste

Environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

#### K2 Emergencies

Operative's response to situations in accordance with organisational authorisation and personal skills when involved with:

- ◆ fires, spillages, injuries

#### K3 Hazards

Those identified by method of work, manufacturers' technical information, statutory regulations and official guidance.

#### K4 Information

Drawings, specifications, schedules, manufacturers' information and regulations governing temporary and permanent markings on roads and pavements.

#### K5 Legislation and official guidance

This relates to the operative's understanding of their responsibilities regarding current legislation whilst working:

- ◆ in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting

#### K6 Maintenance

Operative care of hand tools and/or portable power tools and ancillary equipment.

### Scope of Knowledge and Understanding (cont)

#### K7 Methods of work

Application of knowledge for safe work practices, procedures, skills and transference of competence, relating to the area of work and materials used, to:

- ◆ establish agreed time frame for pavement marking work
- ◆ prepare area, materials and equipment for the pavement marking requirement
- ◆ apply pavement markings manually
- ◆ remove pavement markings
- ◆ install and remove bonded surface mounted studs
- ◆ communicate and co-ordinate progress on pavement marking
- ◆ use hand tools, power tools and ancillary equipment

Team work and communication.

Needs of other occupations associated with applying and removing pavement markings.

#### K8 Personal protective equipment (PPE)

Occupational use, type, purpose of each type and work situations.

#### K9 Problems

Those arising from information, resources and methods of work:

- ◆ own authority to rectify
- ◆ organisational reporting procedures

#### K10 Programme

Types of progress charts, timetables and estimated times.

Organisational procedures for reporting circumstances which will affect the work programme.

## UNIT (VR 377)

## Apply and Remove Pavement Markings Manually

### Scope of Knowledge and Understanding (cont)

#### K11 Protect work

Against damage from general workplace activities, other occupations and adverse weather conditions.

#### K12 Resources

Materials, components and equipment relating to types, quantity, quality and sizes of standard and/or specialist:

- ◆ thermoplastic materials
- ◆ adhesives
- ◆ paints
- ◆ preformed materials
- ◆ surface mounted studs
- ◆ hand and/or powered tools and ancillary equipment

Methods of calculating quantity, length, area and wastage associated with the method/procedure to apply pavement markings.

#### K13 Security procedures

Site, workplace, company and operative.

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**UNIT (VR 377)**

**Apply and Remove Pavement Markings Manually**

Notes/Comments

*The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met*

**Candidate:** \_\_\_\_\_

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

**Assessor:** \_\_\_\_\_

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

**Internal Verifier:** \_\_\_\_\_

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

## UNIT (VR 378)

## Install and Remove Permanent Road Studs

### Unit Summary

This Unit is about:

- ◆ interpreting information
- ◆ adopting safe and healthy working practices
- ◆ selecting materials, components and equipment
- ◆ preparing for, installing and removing permanent road studs

*This Unit may provide evidence for the following SQA Core Skills:*

Communication Access 3

Communication Intermediate 1

Numeracy Access 3

Working with Others Access 3

## UNIT (VR 378)

## Install and Remove Permanent Road Studs

### Performance Criteria

*You must:*

- 1 Interpret the given information relating to the work and resources to confirm its relevance.
- 2 Comply with the given, relevant legislation and official guidance to carry out work and maintain safe work practices.
- 3 Select the required quantity and quality of resources for the methods of work.
- 4 Comply with organisational procedures to minimise the risk of damage to the work and surrounding area.
- 5 Comply with the given contract information to carry out the work efficiently to the required specification.
- 6 Complete the work within the allocated time, in accordance with the programme of work.

### Scope of Performance

Evidence must be work-based, simulation alone is only allowed where shown in ***bold italics***.

- 1 Interpretation of drawings, specifications, schedules, manufacturers' information, related to the work to be carried out.
- 2 Safe use of personal protective equipment (PPE) to carry out the activity, in accordance with legislation and/or organisational requirements.  
Safe use and storage of tools and equipment.
- 3 Selection of resources associated with own work:
  - ◆ materials, components and fixings
  - ◆ tools and equipment
- 4 Protection of the work and its surrounding area from damage.  
Disposal of waste in accordance with legislation.  
Minimise damage and maintain a clean work space.

### Scope of Performance (cont)

- 5 Work skills to:
  - ◆ measure, set out, mark, position, fit, fix, secure and communicateUse and maintain:
  - ◆ hand tools
  - ◆ portable power tools
  - ◆ ancillary equipmentInstall and remove permanent road studs to contractor's working instructions, relating to:
  - ◆ inset milled stud
  - ◆ inset drilled stud
  - ◆ fixed surface mounted studs
- 6 Completion of own work within the estimated, allocated time to meet the needs of other occupations and/or client.

## UNIT (VR 378)

## Install and Remove Permanent Road Studs

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

#### Performance Criteria 1 — Interpretation of information

- K1 The organisational procedures developed to report and rectify inappropriate **information** and unsuitable **resources**, and how they are implemented.
- K2 The types of **information**, their source and how they are interpreted.
- K3 The organisational procedures to solve **problems** with the **information** and why it is important they are followed.

#### Performance Criteria 2 — Safe work practices

- K4 The level of understanding operatives must have of **information** for relevant, current **legislation and official guidance** and how it is applied.
- K5 How **emergencies** should be responded to and who should respond.
- K6 The organisational **security procedures** for tools, equipment and personal belongings.
- K7 What the accident reporting procedures are and who is responsible for making the report.
- K8 Why and when **personal protective equipment (PPE)** should be used.

#### Performance Criteria 3 — Selection of resources

- K9 The characteristics, quality, uses, limitations and defects associated with the **resources** and how defects should be rectified.
- K10 How the **resources** should be used and how any **problems** associated with the **resources** are reported.
- K11 The organisational procedures to select **resources**, why they have been developed and how they are used.
- K12 The **hazards** associated with the **resources** and **methods of work** and how they are overcome.

### Knowledge and Understanding relating to Performance Criteria (cont)

#### Performance Criteria 4 — Minimise the risk of damage

- K13 How to **protect work** from damage and the purpose of protection.
- K14 Why **disposal of waste** should be carried out safely and how it is achieved.

#### Performance Criteria 5 — Meet the contract specification

- K15 How **methods of work**, to meet the specification, are carried out and **problems** reported.
- K16 How **maintenance** of tools and equipment is carried out.

#### Performance Criteria 6 — Allocated time

- K17 What the **programme** is for the work to be carried out in the estimated, allocated time and why deadlines should be kept.

## UNIT (VR 378)

## Install and Remove Permanent Road Studs

### Scope of Knowledge and Understanding

The Knowledge and Understanding evidence should relate to the occupational area being assessed.

#### K1 Disposal of waste

Environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

#### K2 Emergencies

Operative's response to situations in accordance with organisational authorisation and personal skills when involved with:

- ◆ fires, spillages, injuries

#### K3 Hazards

Those identified by method of work, manufacturers' technical information, statutory regulations and official guidance.

#### K4 Information

Drawings, specifications, schedules, manufacturers' information and regulations governing temporary and permanent markings on roads and pavements.

#### K5 Legislation and official guidance

This relates to the operative's understanding of their responsibilities regarding current legislation whilst working:

- ◆ in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting

#### K6 Maintenance

Operative care of hand tools and/or portable power tools and ancillary equipment.

### Scope of Knowledge and Understanding (cont)

#### K7 Methods of work

Application of knowledge for safe work practices, procedures, skills and transference of competence, relating to the area of work and materials used, to:

- ◆ establish agreed time frame for installing or removing permanent road studs
- ◆ prepare area, materials and equipment for installing or removing permanent road studs
- ◆ install and remove milled, drilled and surface mounted road studs and permanent road studs
- ◆ remove pavement road studs
- ◆ communicate and co-ordinate progress on the installation of permanent road studs
- ◆ use hand tools, power tools and equipment

Team work and communication.

Needs of other occupations associated with installing permanent road studs.

#### K8 Personal protective equipment (PPE)

Occupational use, type, purpose of each type and work situations.

#### K9 Problems

Those arising from information, resources and methods of work:

- ◆ own authority to rectify
- ◆ organisational reporting procedures

#### K10 Programme

Types of progress charts, timetables and estimated times.

Organisational procedures for reporting circumstances which will affect the work programme.

## **UNIT (VR 378)**

## **Install and Remove Permanent Road Studs**

### **Scope of Knowledge and Understanding (cont)**

#### **K11 Protect work**

Against damage from general workplace activities, other occupations and adverse weather conditions.

#### **K12 Resources**

Materials, components and equipment relating to types, quantity, quality and sizes of standard and/or specialist:

- ◆ road studs
- ◆ fixing materials
- ◆ hand and/or powered tools and ancillary equipment

Methods of calculating quantity, length, area and wastage associated with the method/procedure to install permanent road studs.

#### **K13 Security procedures**

Site, workplace, company and operative.

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**UNIT (VR 378)**

**Install and Remove Permanent Road Studs**

Notes/Comments

*The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met*

**Candidate:** \_\_\_\_\_

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

**Assessor:** \_\_\_\_\_

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

**Internal Verifier:** \_\_\_\_\_

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

## UNIT (VR 396)

## Direct and guide the movement of plant or machinery

### Unit Summary

This Unit is about:

- ◆ interpreting information to direct and guide the movement and operations of plant or machinery
- ◆ adopting safe and healthy working practices
- ◆ selecting materials, components, tools and/or ancillary equipment to direct and guide the movement of loads or the movement and operations of plant or machinery
- ◆ preparing for and directing and guiding the movement of loads or the movement and operations of plant or machinery

*This Unit may provide evidence for the following SQA Core Skills:*

Communication Access 3

Communication Intermediate 1

Numeracy Access 3

Working with Others Access 3

## UNIT (VR 396)

## Direct and guide the movement of plant or machinery

### Performance Criteria

*You must:*

- 1 Interpret the given operating information relating to the use of plant or machinery and confirm its relevance.
- 2 Organise with others the sequence in which work is to be carried out.
- 3 Comply with the relevant, current legislation, special legal status documents, official guidance and organisational procedures to maintain safe work practices.
- 4 Select plant or machinery resources for the methods of work and operations to be carried out.
- 5 Comply with organisational procedures to minimise the risk of damage to the work and surrounding area.
- 6 Comply with the given contract information to carry out the work efficiently to the required specification.
- 7 Complete the work within the allocated time, in accordance with the programme of work.

### Scope of Performance

Evidence must be work-based, simulation alone is only allowed where shown in ***bold italics***.

- 1 Interpretation of drawings, specifications, schedules, method statements, manufacturers' information, related to the plant or machinery operations and the work to be carried out.
- 2 Organisation of own work.  
Communication with team members and other associated occupations about the plant or machinery operation and the work to be carried out.

### Scope of Performance (cont)

- 3 Avoid hazards by following given safety information, including the use of personal protective equipment (PPE) to carry out the activity in accordance with legislation, Approved Codes of Practice and/or organisational requirements.  
Safe use and storage of tools and equipment.
- 4 Selection of resources associated with own work:
  - ◆ hand tools and ancillary equipment
  - ◆ signaling and communication equipment
- 5 Protection of the work and its surrounding area from damage.  
Disposal of waste in accordance with legislation.  
Minimise damage and maintain a clean work space.
- 6 Work skills to:
  - ◆ measure, gauge, estimate, interpret, judge, explain, prepare, command, direct, guide, indicate, inform, instruct, sign, position, move, secure, signal and relayUse and maintain:
  - ◆ hand tools and ancillary equipment
  - ◆ signalling and communication equipmentDirect and guide the movement of loads or movement and operations of plant or machinery to given working instructions relating to:
  - ◆ hand signals
  - ◆ hand signalling equipment
  - ◆ verbal/electronic communication
- 7 Completion of own work within the estimated, allocated time to meet the needs of other occupations and/or client.

## UNIT (VR 396)

## Direct and guide the movement of plant or machinery

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

#### Performance Criteria 1 — Interpretation of information

- K1 The organisational procedures developed to report and rectify inappropriate **information** and unsuitable **resources**, and how they are implemented.
- K2 The types of **information**, their source and how they are interpreted.
- K3 The organisational procedures to solve **problems** with the **information** and why it is important they are followed.

#### Performance Criteria 2 — Organise with others

- K4 **Communication** of ideas between team members.
- K5 Organisation of **resources** in conjunction with the progress of work.
- K6 **Skills** required to carry out the work.

#### Performance Criteria 3 — Safe work practices

- K7 The level of understanding operatives must have of **information** for relevant, current **legislation, Approved Codes of Practice and official guidance** and how it is applied.
- K8 How **emergencies** should be responded to and who should respond.
- K9 The organisational **security procedures** for *plant and/or machinery*, tools, equipment and personal belongings.
- K10 What the accident reporting procedures are and who is responsible for making the report.
- K11 Why and when **personal protective equipment (PPE)** should be used.

### Knowledge and Understanding relating to Performance Criteria (cont)

#### Performance Criteria 4 — Selection of resources

- K12 The characteristics, quality, uses, limitations and defects associated with plant **resources** and how defects should be rectified.
- K13 How the **resources** should be used and how any **problems** associated with the **resources** are reported.
- K14 The organisational procedures to select **resources**, why they have been developed and how they are used.
- K15 The **hazards** associated with the **resources** and **methods of work** and how they are overcome.

#### Performance Criteria 5 — Minimise the risk of damage

- K16 How to **protect work** from damage and the purpose of protection.
- K17 Why **disposal of waste** should be carried out safely and how it is achieved.

#### Performance Criteria 6 — Meet the contract specification

- K18 How **methods of work**, to meet the specification, are carried out and **problems** reported.
- K19 How **maintenance** of *plant and/or machinery*, tools and equipment is carried out.

#### Performance Criteria 7 — Allocated time

- K20 What the **programme** is for the work to be carried out in the estimated, allocated time and why deadlines should be kept.

## UNIT (VR 396)

## Direct and guide the movement of plant or machinery

### Scope of Knowledge and Understanding

The Knowledge and Understanding evidence should relate to the occupational area being assessed.

- K1 **Communication**  
Discussions, sketches, briefings, signalling and radio communication.
- K2 **Disposal of waste**  
Environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
- K3 **Emergencies**  
Operative's response to situations in accordance with organisational authorisation and personal skills when involved with:
- ◆ fires, spillages, injuries
  - ◆ relating to the occupational activity
- K4 **Hazards**  
Those identified by method of work, risk/COSHH assessments, manufacturers' technical information, statutory regulations and official guidance.
- K5 **Information**  
Drawings, specifications, schedules, method statements, manufacturers' information, Codes of Practice for the direction and guidance of plant or machinery.

### Scope of Knowledge and Understanding (cont)

- K6 **Legislation, Approved Codes of Practice and official guidance**  
This relates to the operative's understanding of their responsibilities regarding current legislation 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
- K7 **Maintenance**  
Operative care of hand tools, ancillary equipment, signalling and communication equipment.
- K8 **Methods of work**  
Application of knowledge for safe work practices, procedures, skills and transference of competence, relating to the area of work, to:
- ◆ assess and determine the movement of loads or movement and operations of plant or machinery
  - ◆ direct and guide the movement of loads or movement and operations of plant or machinery
  - ◆ signal and communicate the following recognised/agreed operational procedures
  - ◆ use hand tools and ancillary equipment
- Team work and communication.  
Needs of other occupations associated with directing and guiding loads of plant or machinery.
- K9 **Personal protective equipment (PPE)**  
Occupational use, types, purpose of each type and work situations.
- K10 **Problems**  
Those arising from information, resources and methods of work:
- ◆ own authority to rectify
  - ◆ organisational reporting procedures

## UNIT (VR 396)

## Direct and guide the movement of plant or machinery

### Scope of Knowledge and Understanding (cont)

#### K11 Programme

Types of progress charts, timetables and estimated times.  
Organisational procedures for reporting circumstances which will affect the work programme.

#### K12 Protect work

Against damage from general workplace activities, other occupations and adverse weather conditions.

#### K13 Resources

Materials, components and equipment relating to types, quantity, quality and sizes of standard and/or specialist:

- ◆ signalling and communication equipment
- ◆ hand tools and ancillary equipment

Methods of calculating weight/bearing pressures, identifying centre(s) of gravity and quantity, length and area associated with the method/procedure for directing and guiding the movement of loads or plant or machinery.

#### K14 Security procedures

Site, workplace, company and operative.

#### K15 Skills

Own occupation and occupations related to the work.

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**UNIT (VR 396)**

**Direct and guide the movement of plant or machinery**

Notes/Comments

*The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met*

**Candidate:** \_\_\_\_\_

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

**Assessor:** \_\_\_\_\_

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

**Internal Verifier:** \_\_\_\_\_

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

## UNIT (VR 397)

## Arrange and secure loads

### Unit Summary

This Unit is about:

- ◆ interpreting information to arrange and secure loads
- ◆ adopting safe and healthy working practices
- ◆ selecting and/or using materials, components and equipment to arrange and secure loads
- ◆ preparing, arranging and securing loads

*This Unit may provide evidence for the following SQA Core Skills:*

Communication Access 3

Communication Intermediate 1

Numeracy Access 3

Working with Others Access 3

## UNIT (VR 397)

## Arrange and secure loads

### Performance Criteria

*You must:*

- 1 Interpret the given operating information relating to the use of plant or machinery and confirm its relevance.
- 2 Comply with the relevant, current legislation, special legal status documents, official guidance and organisational procedures to maintain safe work practices.
- 3 Select plant or machinery resources for the methods of work and operations to be carried out.
- 4 Comply with organisational procedures to minimise the risk of damage to the work and surrounding area.
- 5 Comply with the given contract information to carry out the work efficiently to the required specification.
- 6 Complete the work within the allocated time, in accordance with the programme of work.

### Scope of Performance

Evidence must be work-based, simulation alone is only allowed where shown in ***bold italics***.

- 1 Interpretation of drawings, specifications, schedules, method statements, manufacturers' information, related to the work to be carried out.
- 2 Avoid hazards by following given safety information, including the use of personal protective equipment (PPE) and access equipment to carry out the activity in accordance with legislation, Approved Codes of Practice and/or organisational requirements.  
Safe use and storage of tools and equipment.
- 3 Selection of resources associated with own work:
  - ◆ materials, components and fixings

### Scope of Performance (cont)

- ◆ tools and equipment
  - ◆ lifting or tie down accessories
- 4 Protection of the work and its surrounding area from damage.  
Disposal of waste in accordance with legislation.  
Minimise damage and maintain a clean work space.
  - 5 Work skills to:
    - ◆ measure, gauge, calculate, select, fit, configure, test, balance, adjust, secure, position and removeUse and maintain:
    - ◆ hand tools
    - ◆ ancillary equipment
    - ◆ lifting or load restraint accessoriesArrange and secure loads for movement to given working instructions by:  
EITHER  
Slinger/signaller: any **THREE** of the following loads:
    - ◆ balanced
    - ◆ unbalanced
    - ◆ loose
    - ◆ bundled
    - ◆ containers
    - ◆ drumsOR  
Loader/securer: all **THREE** loads:
    - ◆ wheeled machinery
    - ◆ tracked machinery
    - ◆ rolling machinery
  - 6 Completion of own work within the estimated, allocated time to meet the needs of other occupants and/or client.

## UNIT (VR 397)

## Arrange and secure loads

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

#### Performance Criteria 1 — Interpretation of information

- K1 The organisational procedures developed to report and rectify inappropriate **information** and unsuitable **resources**, and how they are implemented.
- K2 The types of **information**, their source and how they are interpreted.
- K3 The organisational procedures to solve **problems** with the **information** and why it is important they are followed.

#### Performance Criteria 2 — Safe work practices

- K4 The level of understanding operatives must have of **information** for relevant, current **legislation, Approved Codes of Practice and official guidance** and how it is applied.
- K5 How **emergencies** should be responded to and who should respond.
- K6 The organisational **security procedures** for *plant and/or machinery*, tools, equipment and personal belongings.
- K7 What the accident reporting procedures are and who is responsible for making the report.
- K8 Why and when **personal protective equipment (PPE)** should be used.

#### Performance Criteria 3 — Selection of resources

- K9 The characteristics, quality, uses, limitations and defects associated with plant **resources** and how defects should be rectified.
- K10 How the **resources** should be used and how any **problems** associated with the **resources** are reported.
- K11 The organisational procedures to select **resources**, why they have been developed and how they are used.

### Knowledge and Understanding relating to Performance Criteria (cont)

- K12 The **hazards** associated with the **resources** and **methods of work** and how they are overcome.

#### Performance Criteria 4 — Minimise the risk of damage

- K13 How to **protect work** from damage and the purpose of protection.
- K14 Why **disposal of waste** should be carried out safely and how it is achieved.

#### Performance Criteria 5 — Meet the contract specification

- K15 How **methods of work**, to meet the specification, are carried out and **problems** reported.
- K16 How **maintenance** of *plant and/or machinery*, tools and equipment is carried out.

#### Performance Criteria 6 — Allocated time

- K17 What the **programme** is for the work to be carried out in the estimated, allocated time and why deadlines should be kept.

## UNIT (VR 397)

## Arrange and secure loads

### Scope of Knowledge and Understanding

The Knowledge and Understanding evidence should relate to the occupational area being assessed.

- K1 **Disposal of waste**  
Environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
- K2 **Emergencies**  
Operative's response to situations in accordance with organisational authorisation and personal skills when involved with:  
◆ fires, spillages, injuries  
◆ relating to the occupational activity
- K3 **Hazards**  
Those identified by method of work, manufacturers' technical information, statutory regulations and official guidance.
- K4 **Information**  
Drawings, specifications, schedules, method statements, manufacturers' information and regulations governing the arrangement and security of loads.
- K5 **Legislation, Approved Codes of Practice and official guidance**  
This relates to the operative's understanding of their responsibilities regarding current legislation 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
- K6 **Maintenance**  
Operative care of hand tools, ancillary equipment and lifting or load restraint accessories.

### Scope of Knowledge and Understanding (cont)

- K7 **Methods of work**  
Application of knowledge for safe work practices, procedures, skills and transference of competence, relating to the area of work and materials used, to:  
◆ identify the characteristics of the plant and machinery and load appropriate to the slinging or securing operation  
◆ determine method for slinging or restraining  
◆ select and use suitable lifting or load restraint accessories  
◆ arrange and secure loads  
◆ confirm balance, stability and correct weight distribution  
◆ remove and store lifting and load restraint accessories on completion of movement  
◆ use hand tools and ancillary equipment  
◆ work at height  
Team work and communication.  
Needs of other occupations associated with arranging and securing loads.
- K8 **Personal protective equipment (PPE)**  
Occupational use, types, purpose of each type and work situations.
- K9 **Problems**  
Those arising from information, resources and methods of work:  
◆ own authority to rectify  
◆ organisational reporting procedures
- K10 **Programme**  
Types of progress charts, timetables and estimated times.  
Organisational procedures for reporting circumstances which will affect the work programme.
- K11 **Protect work**  
Against damage from general workplace activities, other occupations and adverse weather conditions.

## UNIT (VR 397)

## Arrange and secure loads

### Scope of Knowledge and Understanding (cont)

#### K12 Resources

Materials, components and equipment relating to types, quantity, quality and sizes of standard and/or specialist:

- ◆ lifting or load restraint accessories, steel wire rope, chain, fabric, web hooks, shackles, clamps
- ◆ hand tools and ancillary equipment

Methods of calculating weight, bearing, pressure, quantity, length and area associated with the method/procedure for arranging and securing loads.

#### K13 Security procedures

Site, workplace, company and operative.

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**UNIT (VR 397)**

**Arrange and secure loads**

Notes/Comments

*The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met*

**Candidate:** \_\_\_\_\_

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

**Assessor:** \_\_\_\_\_

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

**Internal Verifier:** \_\_\_\_\_

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

## UNIT (VR 400)

## Operate specialised powered tools and equipment

### Unit Summary

This Unit is about:

- ◆ interpreting information
- ◆ adopting safe and healthy working practices
- ◆ selecting and preparing specialised powered tools and/or ancillary equipment
- ◆ operating specialised powered tools and equipment

*This Unit may provide evidence for the following SQA Core Skills:*

Communication Access 3

Communication Intermediate 1

Numeracy Access 3

Working with Others Access 3

## UNIT (VR 400)

## Operate specialised powered tools and equipment

### Performance Criteria

*You must:*

- 1 Interpret the given information relating to the work and use of powered tools and equipment to confirm its relevance.
- 2 Comply with the relevant, current legislation, special legal status documents, official guidance and organisational procedures to maintain safe work practices.
- 3 Request resources to sustain powered tools and/or equipment operations to complete the programme of work.
- 4 Comply with organisational procedures to minimise the risk of damage to the work and surrounding area.
- 5 Carry out pre-use preparation inspections on powered tools and/or equipment in accordance with given procedures.
- 6 Operate powered tools and/or equipment in accordance with safe working practices to achieve the work outcome.

### Scope of Performance

Evidence must be work-based, simulation alone is only allowed where shown in ***bold italics***.

- 1 Interpretation of drawings, specifications, risk assessments, method statements, legislation, Codes of Practice, operating instructions and manufacturers' information, related to the work to be carried out.
- 2 Avoid hazards by following given safety information, including the use of personal protective equipment (PPE) to carry out the activity in accordance with legislation, Approved Codes of Practice and/or organisational requirements.  
Safe use and security of powered tools and equipment.  
***Safe use of fire extinguishers, as appropriate to the fire.***

### Scope of Performance (cont)

- 3 Request resources to sustain powered tools and/or equipment associated with own work:
  - ◆ fuel/power source
  - ◆ lubricants
  - ◆ consumables
- 4 Protection of the work and its surrounding area from damage.  
Disposal of waste in accordance with legislation.  
Minimise damage and maintain a clean work space.
- 5 Work skills to:
  - ◆ measure, align, assemble, fit, level, position, check, secure, connect and adjustUse and maintain:
  - ◆ power units
  - ◆ tools
  - ◆ ancillary equipmentPrepare the power unit tool(s) and/or ancillary equipment to given working instructions.
- 6 Work skills to:
  - ◆ start, stop, replenish, control and cleanUse and maintain:
  - ◆ power units
  - ◆ tools
  - ◆ ancillary equipmentOperate and monitor power unit and associated equipment to given working instructions, relating to:
  - ◆ continual running
  - ◆ closing down
  - ◆ cleaningReturn powered tools and equipment to a safe operational condition on completion of work.  
Disassemble power unit, tools and ancillary equipment.

## UNIT (VR 400)

## Operate specialised powered tools and equipment

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

#### Performance Criteria 1 — Interpretation of information

- K1 The operating **information** and legislation appropriate to the *powered tools and/or equipment*.
- K2 The organisational procedures developed to report and rectify inappropriate **information** and unsuitable **resources**, and how they are implemented.
- K3 The types of **information**, their source and how they are interpreted.
- K4 The organisational procedures to solve **problems** with the **information** and why it is important they are followed.

#### Performance Criteria 2 — Safe work practices

- K5 The level of understanding operatives must have of **information** for relevant, current **legislation and official guidance** and how it is applied.
- K6 The types of **fire extinguishers** and how and when they are used.
- K7 How **emergencies** should be responded to and who should respond.
- K8 The organisational **security procedures** for *powered tools and/or equipment* and personal belongings.
- K9 What the accident reporting procedures are and who is responsible for making the report.
- K10 Why and when **personal protective equipment (PPE)** should be used.

#### Performance Criteria 3 — Request resources

- K11 The organisational procedures for requisitioning consumables and other **resources**, why they have been developed and how they are used.
- K12 The **hazards** associated with the **resources** and **methods of work** and how they are overcome.

### Knowledge and Understanding relating to Performance Criteria (cont)

#### Performance Criteria 4 — Minimise the risk of damage

- K13 How to **protect work** from damage and the purpose of protection.
- K14 Why **disposal of waste** should be carried out safely and how it is achieved.

#### Performance Criteria 5 — Pre-use preparation

- K15 The **methods of work** for pre-use checks needed before operating *powered tools and/or equipment*.
- K16 The **method of work** preparation required before using *powered tools and/or equipment*.

#### Performance Criteria 6 — Use of tools and equipment

- K17 How **methods of work** are carried out and problems reported.

## UNIT (VR 400)

## Operate specialised powered tools and equipment

### Scope of Knowledge and Understanding

The Knowledge and Understanding evidence should relate to the occupational area being assessed.

- K1 **Disposal of waste**  
Environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
- K2 **Emergencies**  
Operative's response to situations in accordance with organisational authorisation and personal skills when involved with:  
◆ fires, spillages, injuries  
◆ relating to the occupational activity
- K3 **Fire extinguishers**  
Water, CO<sub>2</sub>, foam, powder and their uses.
- K4 **Hazards**  
Those identified by method of work, manufacturers' technical information, statutory regulations and official guidance.
- K5 **Information**  
Drawings, specifications, risk assessments, method statements, legislation, Codes of Practice, manufacturers' information and operating instructions.
- K6 **Legislation and official guidance**  
This relates to the operative's understanding of their responsibilities regarding current legislation 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

### Scope of Knowledge and Understanding (cont)

- K7 **Methods of work**  
Application of knowledge for safe work practices, procedures, skills and transference of competence, relating to the area of work and materials used, to:  
◆ prepare, position and set up for work  
◆ secure accessories and tool attachments  
◆ carry out pre-use checks to manufacturers' and suppliers information/procedures  
◆ operate, use and control  
◆ monitor and maintain  
◆ close down and secure  
◆ disassemble  
◆ transport and/or store  
Team work and communication.  
Needs of other occupations associated with operating power units, tools and/or equipment.
- K8 **Personal protective equipment (PPE)**  
Occupational use, type, purpose of each type and work situations.
- K9 **Problems**  
Those arising from information, resources and methods of work:  
◆ own authority to rectify  
◆ organisational reporting procedures
- K10 **Protect work**  
Against damage from general workplace activities, other occupations and adverse weather conditions.
- K11 **Resources**  
Materials, components and equipment relating to types, quantity, quality and sizes of standard and/or specialist:  
◆ power source/fuels  
◆ consumables/lubricants

## **UNIT (VR 400)            Operate specialised powered tools and equipment**

### **Scope of Knowledge and Understanding (cont)**

#### **K12    Security procedures**

Site, workplace, company and operative.

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**UNIT (VR 400)**

**Operate specialised powered tools and equipment**

Notes/Comments

*The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met*

**Candidate:** \_\_\_\_\_

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

**Assessor:** \_\_\_\_\_

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

**Internal Verifier:** \_\_\_\_\_

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

## UNIT (VR 402)

## Slinging and signalling the movement of loads

### Unit Summary

This Unit is about:

- ◆ interpreting information
- ◆ adopting safe and healthy working practices
- ◆ selecting materials, components and equipment
- ◆ preparing for and slinging and signalling the movement of loads

*This Unit may provide evidence for the following SQA Core Skills:*

Communication Access 3

Communication Intermediate 1

Numeracy Access 3

Working with Others Access 3

## UNIT (VR 402)

## Slinging and signalling the movement of loads

### Performance Criteria

*You must:*

- 1 Interpret the given operating information relating to the use of plant or machinery and confirm its relevance.
- 2 Organise with others the sequence in which the work is to be carried out.
- 3 Comply with the relevant, current legislation, special legal status documents, official guidance and organisational procedures to maintain safe work practices.
- 4 Select plant or machinery resources for the methods of work and operations to be carried out.
- 5 Comply with organisational procedures to minimise the risk of damage to the work and surrounding area.
- 6 Comply with the given contract information to carry out the work efficiently to the required specification.
- 7 Complete the work within the allocated time, in accordance with the programme of work.

### Scope of Performance

Evidence must be work-based, simulation alone is only allowed where shown in ***bold italics***.

- 1 Interpretation of drawings, specifications, schedules, method statements, manufacturers' information, related to the plant and machinery operations and the work to be carried out.
- 2 Organisation of own work.  
Communication with team members and other associated occupations about the plant or machinery operation and the work to be carried out.

### Scope of Performance (cont)

- 3 Avoid hazards by following given safety information, including the use of personal protective equipment (PPE) to carry out the activity in accordance with legislation, Approved Codes of Practice and/or organisational requirements.  
Safe use and storage of tools and equipment.
- 4 Selection of resources associated with own work:
  - ◆ attachments, slinging equipment, lifting aids, hand tools and ancillary equipment
  - ◆ signalling and communication equipment
- 5 Protection of the work and its surrounding area from damage.  
Disposal of waste in accordance with legislation.  
Minimise damage and maintain a clean work space.
- 6 Work skills to:
  - ◆ measure, gauge, estimate, fit, fix, test, balance, interpret, judge, explain, prepare, indicate, inform, instruct, sign, position, adjust, configure, move, secure, signal and relayUse and maintain:
  - ◆ hand tools and ancillary equipment
  - ◆ slinging equipment
  - ◆ signaling and communication equipmentSlinging and signalling for the lifting and movement of loads by plant or machinery operations to given working instructions.
- 7 Completion of own work within the estimated, allocated time to meet the needs of other occupations and/or client.

## UNIT (VR 402)

## Slinging and signalling the movement of loads

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

#### Performance Criteria 1 — Interpretation of information

- K1 The organisational procedures developed to report and rectify inappropriate **information** and unsuitable **resources**, and how they are implemented.
- K2 The types of **information**, their source and how they are interpreted.
- K3 The organisational procedures to solve **problems** with the **information** and why it is important they are followed.

#### Performance Criteria 2 — Organise with others

- K4 **Communication** of ideas between team members.
- K5 Organisation of **resources** in conjunction with the progress of work.
- K6 **Skills** required to carry out the work.

#### Performance Criteria 3 — Safe work practices

- K7 The level of understanding operatives must have of **information** for relevant, current **legislation, Approved Codes of Practice and official guidance** and how it is applied.
- K8 How **emergencies** should be responded to and who should respond.
- K9 The organisational **security procedures** for *plant and/or machinery*, tools, equipment and personal belongings.
- K10 What the accident reporting procedures are and who is responsible for making the report.
- K11 Why and when **personal protective equipment (PPE)** should be used.

### Knowledge and Understanding relating to Performance Criteria (cont)

#### Performance Criteria 4 — Selection of resources

- K12 The characteristics, quality, uses, limitations and defects associated with plant **resources** and how defects should be rectified.
- K13 How the **resources** should be used and how any **problems** associated with the **resources** are reported.
- K14 The organisational procedures to select **resources**, why they have been developed and how they are used.
- K15 The **hazards** associated with the **resources** and **methods of work** and how they are overcome.

#### Performance Criteria 5 — Minimise the risk of damage

- K16 How to **protect work** from damage and the purpose of protection.
- K17 Why **disposal of waste** should be carried out safely and how it is achieved.

#### Performance Criteria 6 — Meet the contract specification

- K18 How **methods of work**, to meet the specification, are carried out and **problems** reported.
- K19 How **maintenance** of *plant and/or machinery*, tools and equipment is carried out.

#### Performance Criteria 7 — Allocated time

- K20 What the **programme** is for the work to be carried out in the estimated, allocated time and why deadlines should be kept.

## UNIT (VR 402)

## Slinging and signalling the movement of loads

### Scope of Knowledge and Understanding

The Knowledge and Understanding evidence should relate to the occupational area being assessed.

#### K1 **Communication**

Discussions, sketches, briefings, signalling and radio communication.

#### K2 **Disposal of waste**

Environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

#### K3 **Emergencies**

Operative's response to situations in accordance with organisational authorisation and personal skills when involved with:

- ◆ fires, spillages, injuries
- ◆ relating to the occupational activity

#### K4 **Hazards**

Those identified by method of work, risk/COSHH assessments, manufacturers' technical information, statutory regulations and official guidance.

#### K5 **Information**

Drawings, specifications, schedules, method statements, manufacturers' information, approved procedures, Codes of Practice.

#### K6 **Legislation, Approved Codes of Practice and official guidance**

This relates to the operative's understanding of their responsibilities regarding current legislation 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

#### K7 **Maintenance**

Operative care of hand tools, ancillary equipment, slinging equipment, signalling and communication equipment.

### Scope of Knowledge and Understanding (cont)

#### K8 **Methods of work**

Application of knowledge for safe work practices, procedures, skills and transference of competence, relating to the area of work, to:

- ◆ confirm method of communication
- ◆ determine method of slinging
- ◆ select and use suitable slinging equipment and lifting accessories
- ◆ sling loads securely and balance with correct weight distribution
- ◆ signal and communicate following recognised/agreed operational procedures
- ◆ position loads safely and securely
- ◆ remove and store lifting accessories
- ◆ use hand tools and ancillary equipment

Team work and communication.

Needs of other occupations associated with slinging and signalling the movement of loads.

#### K9 **Personal protective equipment (PPE)**

Occupational use, types, purpose of each type and work situations.

#### K10 **Problems**

Those arising from information, resources and methods of work:

- ◆ own authority to rectify
- ◆ organisational reporting procedures

#### K11 **Programme**

Types of progress charts, timetables and estimated times.

Organisational procedures for reporting circumstances which will affect the work programme.

#### K12 **Protect work**

Against damage from general workplace activities, other occupations and adverse weather conditions.

## UNIT (VR 402)

## Slinging and signalling the movement of loads

### Scope of Knowledge and Understanding (cont)

#### K13 Resources

Materials, components and equipment relating to types, quantity, quality and sizes of standard and/or specialist:

- ◆ lifting accessories
- ◆ signalling and communication equipment
- ◆ hand tools and ancillary equipment

Methods of calculating weight, bearing, pressure, quantity, length and area associated with the method/procedure for slinging and signalling the movement of loads.

#### K14 Security procedures

Site, workplace, company and operative.

#### K15 Skills

Own occupation and occupations related to the work.

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**UNIT (VR 402)**

**Slinging and signalling the movement of loads**

Notes/Comments

*The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met*

**Candidate:** \_\_\_\_\_

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

**Assessor:** \_\_\_\_\_

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

**Internal Verifier:** \_\_\_\_\_

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

## Glossary of terms

<b>Advisor</b>	A person who carries out, either singly or in combination, the functions of advising a candidate, collecting evidence of his or her competence on behalf of the assessor and authenticating the work candidates have undertaken. A mentor might also provide witness testimony.
<b>Assessment</b>	The process of generating and collecting evidence of a candidate's performance and judging that evidence against defined criteria.
<b>Assessor</b>	The person designated in a centre to be responsible for collecting evidence of candidates' competence, judging it and recording achievement.
<b>Authentication</b>	The process by which an advisor or assessor confirms that an assessment has been undertaken by a candidate and that all regulations governing the assessment have been observed.
<b>Candidate</b>	The person enrolling for an SQA qualification.
<b>Centre</b>	The college, training organisation or workplace where SQA qualifications are delivered and assessed.
<b>Element of competence</b>	Statements which define the products of learning. The statements describe the activities that the candidate needs to perform in order to achieve the unit. They contain Performance Criteria and sometimes statements on range and evidence. (see outcome)
<b>Evidence</b>	materials the candidate has to provide as proof of his or her competence against specified performance criteria.
<b>Evidence requirements</b>	Specify the evidence that must be gathered to show that the candidate has met the standards laid down in the Performance Criteria.
<b>External verifier</b>	The person appointed by the SQA who is responsible for the quality assurance of a centre's provision. An external verifier is often appointed on a subject area basis or for cognate groups of Units.
<b>Instrument of assessment</b>	A means of generating evidence of the candidate's performance.
<b>Internal verifier</b>	The person appointed from within the centre who ensures that assessors apply the standards uniformly and consistently.
<b>Observation</b>	A means of assessment in which the candidate is observed carrying out tasks that reflect the Performance Criteria given in Outcomes.
<b>Outcome</b>	Statement which defines the products of learning. They describe the activities the candidate has to perform to achieve the Unit, and contain Performance Criteria, and, sometimes, statements on range and evidence (see elements of competence).
<b>Performance Criteria</b>	Statements which describe the standard to which candidates must perform the activities which are stated in the Outcome.

<b>Portfolio</b>	A compilation of evidence which can form the basis for assessment. The portfolio is commonly used in SVQ awards and in alternative routes to assessment such as APL and credit transfer.
<b>Product evaluation</b>	A means of assessment which enables the quality of a product produced by the candidate, rather than the process of producing it, to be evaluated.
<b>Range/Scope</b>	A statement in the Unit which specifies the different contexts in which the activities described in the outcome have to be demonstrated. Where they appear, range/scope statements are mandatory.

## Section 4 — Blank recording forms

This section consists of the blank forms referred to in Section 2 for you to photocopy. You may find these useful when compiling your portfolio.

## Portfolio title page

Your name: \_\_\_\_\_

Job title: \_\_\_\_\_

Name of Employer/  
Training Provider/  
College: \_\_\_\_\_

Their address: \_\_\_\_\_  
\_\_\_\_\_

Tel no: \_\_\_\_\_

SVQ: \_\_\_\_\_

Level: \_\_\_\_\_

Units submitted for assessment:

Mentor: \_\_\_\_\_

(Please provide details  
of Mentor's experience) \_\_\_\_\_

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

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

## Personal profile

**Name**

**Address**

**Postcode**

**Tel no** **Home:**  **Work:**

**Job title**

### Relevant experience

**Description of your current job**

**Previous work experience**

**Qualifications and training**

**Continued overleaf ....**

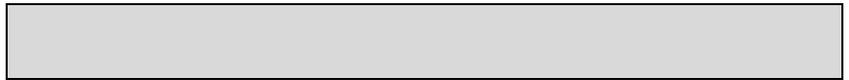
**Qualifications and Training  
(continued)**



**Voluntary work/interests**



**Name of Employer/Training  
Provider/College**



**Address**



**Postcode**



**Tel no**



**Type of Business**



**Number of Staff**



**Structure of organisation  
(include chart or diagram if  
available)**



## Contents checklist

You might also find it useful to complete the following checklist as you work your way through your portfolio. This will help you to see if you have included all the relevant items. Once you have completed your portfolio, you will be able to use this checklist again as a contents page, by inserting the relevant page or section numbers in the right hand column.

	Completed?	Page/Section number
Title page for the portfolio	<input type="checkbox"/>	
Personal profile		
◆ your own personal details	<input type="checkbox"/>	
◆ a brief CV or career profile	<input type="checkbox"/>	
◆ description of your job	<input type="checkbox"/>	
◆ information about your employer/training provider/college	<input type="checkbox"/>	
Unit Assessment Plans	<input type="checkbox"/>	
Unit progress record	<input type="checkbox"/>	
Completed Unit Achievement Records for each Unit		
◆ signed by yourself, your assessor and the internal verifier (where relevant)	<input type="checkbox"/>	
◆ Evidence reference numbers included	<input type="checkbox"/>	
Index of evidence (with cross-referencing information completed)	<input type="checkbox"/>	
Evidence (with reference numbers)		
◆ observation records	<input type="checkbox"/>	
◆ details of witnesses (witness testimony sheets)	<input type="checkbox"/>	
◆ personal statements	<input type="checkbox"/>	
◆ products of performance	<input type="checkbox"/>	



## Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Units, elements, pcs, and range covered

Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Observation record

Unit/Element(s): \_\_\_\_\_

Candidate: \_\_\_\_\_ Date of observation: \_\_\_\_\_

Evidence index number: \_\_\_\_\_

Skills/activities observed:	PCs and range covered:

Knowledge and understanding apparent from this observation:

Other units/elements to which this evidence may contribute:

Assessor comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Record of questions and candidate's answers

<b>Unit:</b>	<b>Element(s):</b>
<b>Evidence index number:</b>	
Circumstances of assessment:	
List of questions and candidate's responses:  Q:  A:    Q:  A:    Q:  A:    Q:  A:    Q:  A:	
Assessor's signature:	Date:
Candidate's signature	Date:



**UNIT:**

**Element**

Notes/Comments
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*The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met*

**Candidate:** \_\_\_\_\_

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

**Assessor:** \_\_\_\_\_

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

**Internal Verifier:** \_\_\_\_\_

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

## **Scottish Qualifications Authority**

### **Portfolio: Roadbuilding (Construction) level 2**

We hope this portfolio was appropriate to your needs. We welcome feedback on our products and services. If you have any comments on this document, please use this form to let us know about them. Thank you.

#### **Comments**

#### **Please return this form to:**

Development Co-ordination Unit  
Scottish Qualifications Authority  
The Optima Building  
58 Robertson Street  
Glasgow G2 8DQ

#### **Optional information:**

Name:

Organisation: