

# Specification

Edexcel Competence-  
based qualifications

## Edexcel Level 2 Award in Automated Meter Reading (AMR) Installation, Service and Repair (QCF)

For first registration May 2010

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

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

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

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## Qualification titles covered by this specification

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This specification gives you the information you need to offer the Edexcel Level 2 Award in Automated Meter Reading (AMR) Installation, Service and Repair (QCF):

<b>Qualification title</b>	<b>Qualification Accreditation Number (QAN)</b>	<b>Accreditation start date</b>	<b>Accreditation end date</b>
Edexcel Level 2 Award in Automated Meter Reading (AMR) Installation, Service and Repair (QCF):	500/8857/9	01.05.2010	31.08.2014

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

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

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

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

# Key features of the Edexcel Level 2 Award in Automated Meter Reading (AMR) Installation, Service and Repair

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## What is the purpose of these qualifications?

The UK is moving towards Automated Meter Reading and the nationally recognised Edexcel Level 2 Award in Automated Meter Reading (AMR) Installation, Service and Repair has been designed to up-skill the meter reading workforce.

Automated meter reading will become increasingly common as the energy utilities sector responds to the Government Meter Replacement Policy within the next five years. The qualification has been developed to up-skill energy and utilities sector staff in the servicing, installation and maintenance of new automated gas meters and also provides opportunities for new staff to be fully trained.

## Who are these qualifications for?

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

Edexcel's policy is that the qualifications should:

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

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

The Edexcel Level 2 Award in Automated Meter Reading (AMR) Installation, Service and Repair (QCF) is suitable for young people aged 16 and above who wish to enter employment in the energy and utilities sector. The qualification enables the energy and utilities sector to meet the capacity needs of the gas AMR market.

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

The qualification has been developed to up-skill existing energy and utilities sector staff in the servicing, installation and maintenance of new automated meters for the gas industry, and also provides opportunities for the recruitment and training of new staff aged 16 and above. This qualification does not enable or permit learners to undertake work (as defined by the Gas (Safety) Installation and Use Regulations) on a gas installation, neither does it confirm competence in, or ability for learners to undertake, actual gas servicing work that would require assessment in 'matters of Gas Safety'

leading to Gas Safe Registration. Learners aiming to progress into the gas utilisation industry are advised to consult Energy and Utility Skills (EU Skills) the Sector Skills Council (SSC) for the gas, power, waste management and water industries. For details of additional units of study required to gain competence in the gas utilisation industry contact:

EU Skills

Energy & Utility Skills Limited

Friars Gate

1011 Stratford Road

Shirley

Solihull

B90 4BN

Tel: 0845 077 9922

Fax: 0845 077 9933

Email: [enquiries@euskills.co.uk](mailto:enquiries@euskills.co.uk)

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

The qualification enables the gas energy and utility services workforce to be up-skilled and re-skilled, providing opportunities for continuing professional development and allowing diversification into the SMART and AMR market.

The qualification may only be seen as a progression route into the gas utilisation industry in so far as generic aspects of working in the industry are concerned (for example, health and safety in the workplace, risk assessments, communications with customers etc). The qualification does not entitle learners to Gas Safe Registration; additional units of assessment must be achieved to facilitate this progression.

## What is the qualification structure for the Level 2 Award in Automated Meter Reading (AMR) Installation, Service and Repair (QCF)?

Individual units can be found in the *Units* section.

The Edexcel BTEC Level 2 Award in Automated Meter Reading (AMR) Installation, Service and Repair (QCF) is a 12-credit and 84 guided learning hour (GLH) qualification that consists of 5 mandatory units.

<b>Edexcel Level 2 Award in Automated Meter Reading (AMR) Installation, Service and Repair (QCF)</b>			
<b>Unit</b>	<b>Mandatory units</b>	<b>Credit</b>	<b>Level</b>
1	Promote health and safety in the workplace through safe working Automated Meter Reading (AMR) practices	2	2
2	Solve Automated Meter Reading (AMR) Customer Problems	3	2
3	Perform Meter Reading Activities	1	2
4	Install, Exchange, Repair and Service Automated Meter Reading (AMR) Devices	3	2
5	Commission Automated Meter Reading (AMR) Devices	3	2

### Rules of combination for the Edexcel Level 2 Award in Automated Meter Reading (AMR) Installation, Service and Repair (QCF)

When combining units for an Edexcel Level 2 Award in Automated Meter Reading (AMR) Installation, Service and Repair (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

### Edexcel Level 2 Award in Automated Meter Reading (AMR) Installation, Service and Repair (QCF)

- 1 Qualification credit value: 12 credits
- 2 All credits must be achieved from the units listed in this specification.



## How are the qualifications graded and assessed?

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

To pass a unit the learner must:

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

The qualifications are designed to be assessed:

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

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

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

## Types of evidence

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

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

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

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

## What do you need to offer these qualifications?

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### Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

### Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

## Quality assurance

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

## What resources are required to deliver these qualifications?

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Each qualification is designed to support learners working in the energy and utilities sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
<b>Unit code:</b>					This is the unit owner's reference number for the specified unit.
<b>Unit reference number:</b>					This code is a unique reference number for the unit.
<b>QCF level:</b>					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
<b>Credit value:</b>					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
<b>Guided learning hours:</b>					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

# Units



**Unit 1:** Promote health and safety in the workplace through safe working Automated Meter Reading (AMR) practices

**Unit code:** K/601/6450

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 14

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### **Unit summary**

To provide learners with the fundamental knowledge and practice to reduce the risk of harm to self and others within Automated Meter Reading (AMR) activities.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>LO1</p> <p>Understand the legislation and organisational policy that underpins Health and Safety when carrying out AMR activities</p>	<p>1.1 Explain their legal duties under the Health and Safety at Work Act 1974</p> <p>1.2 Explain workplace policies and procedures that relate to control of risks within their job role</p> <p>1.3 Identify the responsible persons to whom Health and Safety matters are reported to</p> <p>1.4 Describe what to do in the event of an emergency</p> <ul style="list-style-type: none"> <li>- Environmental emergency</li> <li>- Health emergency</li> </ul>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
LO2 Understand how to identify hazards and evaluate risks when carrying out AMR activities	2.1 Explain their responsibilities in relation to Health and Safety in own working practice 2.2 Evaluate the risk of harm from associated hazards <ul style="list-style-type: none"> <li>- Machinery/equipment</li> <li>- Materials or substances</li> <li>- Unsafe behaviour</li> <li>- Breakages or spillage</li> <li>- Environmental factors</li> <li>- Personal presentation</li> </ul> 2.3 Identify working practices that require controls in place to reduce harm to self and others			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
LO3 Be able to reduce risk to self and others when carrying out AMR activities	3.1 Carry out a risk assessment of their practices 3.2 Identify controls to reduce the risk of harm to self and others <ul style="list-style-type: none"> <li>- Elimination</li> <li>- Isolation/substitution</li> <li>- Safe Working methods</li> <li>- PPE</li> </ul> 3.3 Evaluate the effectiveness of risk controls in their working environment for self and others 3.4 Demonstrate safe working practice to reduce the risk of harm to self and others			

This should be at the end of all the learning outcomes and assessment criteria for each unit.

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

**Unit 2: Solve Automated Meter Reading (AMR) Customer Problems**

**Unit code:** J/601/6455

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 21

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**Unit summary**

This unit develops learners' ability to identify, solve and action solutions to problems for customers where issues have been identified when carrying out metering operations.

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
LO1 Understand how to collect information on AMR customer problems	1.1 Explain methods used to identify customer problems 1.2 Explain different customer problems related to products and services <ul style="list-style-type: none"> <li>- Perceived problems</li> <li>- Actual problems</li> <li>- Problems inside the organisation</li> <li>- Problems outside the organisation</li> <li>- Routine problems</li> <li>- Non-routine problems</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
LO2 Be able to identify and propose solutions to AMR customer problems	2.1 Demonstrate effective communications with customers and colleagues in relation to customer problems 2.2 Identify customer problems 2.3 Follow organisational policy and procedures to resolve customer problems – Formal – Informal 2.4 Suggest alternative procedures and services to solve customer problems using the organisation’s systems and procedures 2.5 Demonstrate knowledge of product and service availability and quality using organisational systems and procedures 2.6 Propose solutions to customer problems to the manager, other staff, customer and external organisations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
LO3 Know how to resolve AMR customer problems	3.1 Explain the involvement of others in the delivery of resolution to customer problems <ul style="list-style-type: none"> <li>- Customer</li> <li>- External organisations</li> <li>- Managers/colleagues</li> </ul> 3.2 Describe how to prevent shortfalls in service delivery <ul style="list-style-type: none"> <li>- Own performance</li> <li>- Performance of others</li> <li>- Potential shortfall in product availability/quality</li> <li>- Shortfalls in organisational system/procedures</li> <li>- Originating outside of the organisation</li> </ul> 3.3 Identify ways to check service is delivered effectively			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>LO4</p> <p>Be able to carry out actions to deliver best fit solutions to AMR customer problems</p>	<p>4.1 Collate information relating to customer problems</p> <ul style="list-style-type: none"> <li>- Product information</li> <li>- Information from colleagues</li> </ul> <p>4.2 Demonstrate resolution of customer problems using standard procedures</p> <ul style="list-style-type: none"> <li>- Informal</li> <li>- Formal</li> </ul> <p>4.3 Demonstrate ability to collaborate with others in the resolution of customer problems</p> <p>4.4 Record and report active delivery of resolution to customer problems</p> <ul style="list-style-type: none"> <li>- Singular problems</li> <li>- Multiple problems</li> <li>- Recurring problems</li> </ul>			

This should be at the end of all the learning outcomes and assessment criteria for each unit.

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



<b>Unit 3:</b>	<b>Perform Meter Reading Activities</b>
<b>Unit code:</b>	<b>R/601/6460</b>
<b>QCF level:</b>	<b>2</b>
<b>Credit value:</b>	<b>1</b>
<b>Guided learning hours:</b>	<b>7</b>

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### **Unit summary**

This unit develops learners' knowledge of the importance of taking accurate meter readings and ensures operatives have the skills to perform this activity consistently and competently.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>LO1 Be able to locate and identify meters</p>	<p>1.1 Follow specified routes to locate specified meters in accordance with health and safety and organisational requirements</p> <p>1.2 Correctly identify meters against records</p> <ul style="list-style-type: none"> <li>- Water</li> <li>- Gas</li> <li>- Electricity</li> </ul> <p>1.3 Record and report inaccuracies and discrepancies of identification records against actual meter identification</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
LO2 Know how to locate, identify and carry out meter readings	2.1 Outline the importance of verification of the meter reading against records 2.2 Describe the meter reading activity in accordance with organisational procedures 2.3 Describe defects and how these can be resolved <ul style="list-style-type: none"> <li>- Tampering damage</li> <li>- Faulty connections</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
LO3 Be able to take and record meter readings	3.1 Demonstrate accurate reading of the meter - Customer present - Customer not present 3.2 Record the meter reading accurately 3.3 Log and report any discrepancies and/or faults to the appropriate person according to organisational requirements			

This should be at the end of all the learning outcomes and assessment criteria for each unit.

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

**Unit 4: Install, Exchange, Repair and Service Automated Meter Reading (AMR) Devices**

**Unit code:** D/601/6462

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 21

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**Unit summary**

To develop learners' knowledge and competent skills enabling operatives to install, exchange, repair and service Automated Meter Reading (AMR) devices.

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
LO1 Know how to prepare the environment to install, exchange, repair and service AMR devices	<p>1.1 Describe organisational and regulatory requirements for installation of the AMR device</p> <p>1.2 List the safety checks to be carried out prior to installation</p> <p>1.3 Identify the manufacturers requirements in the preparation of location for the AMR device</p> <p>1.4 Explain how to report and record faults or inaccuracies</p>			
LO2 Demonstrate effective preparation of the location for the AMR device	<p>2.1 Follow organisational guidelines to confirm the equipment is clean, free from hazards, and in agreed location</p> <p>2.2 Prepare the location for installation, exchange, repair or servicing of the AMR device in accordance with organisational guidance</p> <ul style="list-style-type: none"> <li>- With customer present</li> <li>- Where customer is not present</li> </ul> <p>2.3 Follow guidelines to report inaccuracies/faults</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
LO3 Be able to install the AMR device	3.1 Carry out 'new fit' of AMR device 3.2 Complete installation documentation accurately to organisational standards			
LO4 Be able to exchange the AMR device	4.1 Carry out exchange of AMR device to fitted location 4.2 Complete exchange device documentation accurately to organisational standards			
LO5 Be able to repair the AMR device	5.1 Carry out repair to the fitted AMR device 5.2 Complete repair documentation accurately to organisational standards			
LO6 Be able to service the AMR device	6.1 Carry out servicing to the fitted AMR device 6.2 Complete servicing documentation accurately to organisational standards			

This should be at the end of all the learning outcomes and assessment criteria for each unit.

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



## **Unit 5: Commission Automated Meter Reading (AMR) Devices**

**Unit code:** A/601/6467

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 21

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### **Unit summary**

To develop learners' knowledge and competent skills enabling operatives to commission Automated Meter Reading (AMR) devices using appropriate software systems.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>LO1 Know how to calibrate and configure software to installed AMR devices</p>	<p>1.1 Describe how to use the pre-installed software to calibrate and configure the AMR device</p> <p>1.2 Identify the pulse settings required for individual AMR devices</p> <p>1.3 Outline the organisational and regulatory requirements for calibration and configuration of AMR devices</p> <ul style="list-style-type: none"> <li>- Customer confirmation</li> <li>- Isolation of supply</li> <li>- Customer present</li> <li>- Customer not present</li> <li>- Safe working practices</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
LO2 Be able to calibrate and configure software to installed AMR devices	2.1 Select the correct pulse settings for the AMR device 2.2 Follow manufacturers technical specifications for the calibration and configuration of the AMR device 2.3 Calibrate the AMR device 2.4 Report problems accurately			
LO3 Be able to commission AMR devices	3.1 Carry out commissioning of the AMR device for new fit, exchange, repair and servicing 3.2 Report problems accurately			

This should be at the end of all the learning outcomes and assessment criteria for each unit.

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



## Further information

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Our customer service numbers are:

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

Calls may be recorded for training purposes.

## Useful publications

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Related information and publications include:

- Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

## How to obtain National Occupational Standards

EU Skills  
Energy & Utility Skills Limited  
Friars Gate  
1011 Stratford Road  
Shirley  
Solihull  
B90 4BN  
  
Tel: 0845 077 9922  
Fax: 0845 077 9933  
Email: enquiries@euskills.co.uk

## Professional development and training

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

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

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

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

# Annexe A: Quality assurance

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## Key principles of quality assurance

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

## Quality assurance processes

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

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.



## Annexe B: Centre certification and registration

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Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

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

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

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. [www.edexcel.com](http://www.edexcel.com).

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For more information on Edexcel and BTEC qualifications please  
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