

# **Pearson Edexcel Level 2 NVQ Diploma in Land Drilling Operations (QCF)**

## **Specification**

Edexcel NVQ/competence-based qualifications (QCF)

First registration June 2013

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## Qualification title covered by this specification

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This specification provides the information you need to offer the Pearson Edexcel Level 2 NVQ Diploma in Land Drilling Operations (QCF):

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>
Pearson Edexcel Level 2 NVQ Diploma in Land Drilling Operations (QCF)	600/9377/8	21/05/13

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. The title will also appear on the Learning Aim Reference Application (LARA), where relevant.

You should use the QN when you seek public funding for your learners. Each unit in a qualification will also have a QCF unit reference number, which is stated in each unit.

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

This title replaces the following qualification from June 2013:

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>	<b>Accreditation end date</b>
Pearson Edexcel Level 2 NVQ Diploma in Land Drilling Operations (QCF)	600/2890/7	03/08/11	30/04/13

# Key features of the Pearson Edexcel Level 2 NVQ Diploma in Land Drilling Operations (QCF)

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This qualification:

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

## What is the purpose of this qualification?

This qualification is appropriate for employees in the construction and the built environment sector working across a broad range of areas. It is designed to assess occupational competence in the workplace where learners are required to demonstrate skills and knowledge to a level required in the construction industry.

## Who is this qualification for?

This qualification is for learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification
- be offered to learners who have been recruited with integrity by the centre.

## What are the benefits of this qualification to the learner and employer?

This qualification allows learners to demonstrate competence against National Occupational Standards which are based on the needs of the construction industry as defined by ConstructionSkills, the Sector Skills Council. As such they contribute to the development of skilled labour in the sector.

## What are the potential job roles for those working towards this qualification?

- Land drillers using rotary, cable, percussion or dynamic sampling rigs for ground investigation, grouting, anchoring, waterwell, geothermal, landfill and marine applications.

## **What progression opportunities are available to learners who achieve this qualification?**

This qualification allows learners to demonstrate competence in land drilling operations at a level required by the construction and the built environment industry. Learners can progress across the level and size of the construction and the built environment competence and knowledge qualifications and into other occupational areas such as team leading and management.

Further information is available in *Annexe A*.

## What is the qualification structure for the Pearson Edexcel Level 2 NVQ Diploma in Land Drilling Operations (QCF)?

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

To achieve this qualification, learners must complete a minimum of 53 credits, including 29 mandatory credits from Group A and one of the pathways in Group B. Learners may also choose to complete additional credits from Group C, however these will not count towards the minimum credit value for the qualification.

		<b>Credits</b>
Pathway 1	Pearson Edexcel Level 2 NVQ Diploma in Land Drilling Operations (Land Driller) (QCF)	88
Pathway 2	Pearson Edexcel Level 2 NVQ Diploma in Land Drilling Operations (Land Driller Support Operative) (QCF)	53

<b>Pearson Edexcel Level 2 NVQ Diploma in Land Drilling Operations (QCF)</b>					
<b>Unit no.</b>	<b>Unit reference number</b>	<b>A - Mandatory units for all pathways (credit value: 29)</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
1	J/601/7315	Contributing to the Specified Drilling Programme in the Workplace	14	2	47
2	T/503/9560	Establishing Work Area Protection and Safety in the Workplace	10	2	33
3	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	2	1	7
4	J/503/1169	Conforming to Productive Working Practices in the Workplace	3	2	10

<b>B - Pathways</b>					
<b>Unit no.</b>	<b>Unit reference number</b>	<b>B1 – Mandatory units for pathway 1 (credit value: 55)</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
5	R/601/7317	Providing for and Maintaining the Security of the Work and Environment Surrounding the Drilling Area in the Workplace	12	2	40
6	Y/601/7318	Drilling and Completing Holes to the Drilling Specification Programme in the Workplace	43	2	143
<b>Unit no.</b>	<b>Unit reference number</b>	<b>O1 – Optional units for pathway 1 (credit value: 4, one unit)</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
7	A/600/8157	Reinstating Ground Condition in the Workplace	12	2	40
8	J/600/7111	Carrying out Checks and/or Basic Maintenance on Plant or Machinery in the Workplace	8	2	27
9	D/600/8099	Preparing and Operating Specialised Powered Tools and Equipment in the Workplace	4	2	13
10	L/600/8101	Setting Out Secondary Dimensional Work Control in the Workplace	8	2	27
11	R/600/8102	Slinging and Signalling the Movement of Loads	8	2	27

<b>Unit no.</b>	<b>Unit reference number</b>	<b>B2 – Mandatory units for pathway 2 (credit value: 20)</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
7	A/600/8157	Reinstating Ground Condition in the Workplace	12	2	40
8	J/600/7111	Carrying out Checks and/or Basic Maintenance on Plant or Machinery in the Workplace	8	2	27
<b>Unit no.</b>	<b>Unit reference number</b>	<b>O2 – Optional units for pathway 2 (credit value: 4, one unit)</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
9	D/600/8099	Preparing and Operating Specialised Powered Tools and Equipment in the Workplace	4	2	13
10	L/600/8101	Setting Out Secondary Dimensional Work Control in the Workplace	8	2	27
11	R/600/8102	Slinging and Signalling the Movement of Loads	8	2	27
12	L/601/7316	Receiving and Organising Materials and Equipment for the Drilling Activity in the Workplace	9	2	30

<b>C – Additional units (not compulsory) (credits from this group will not count towards the minimum credit value required for the qualification)</b>					
<b>Unit no.</b>	<b>Unit reference number</b>	<b>Additional units for all pathways (credit value: n/a)</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
13	L/600/7868	Preparing and Operating Overhead Cranes to Lift and Transfer Loads in the Workplace	18	2	60
14	D/600/7874	Preparing and Operating Excavator Cranes to Lift and Transfer Loads in the Workplace	30	2	100
15	H/600/7889	Preparing and Operating Rough Terrain Masted Forklifts to Lift and Transfer Loads in the Workplace	18	2	60
16	M/600/7894	Preparing and Operating Industrial Counterbalanced Forklifts to Lift and Transfer Loads in the Workplace	16	2	53
17	L/600/7899	Preparing and Operating Sideloader Forklifts to Lift and Transfer Loads in the Workplace	16	2	53
18	A/600/7915	Preparing and Operating Telescopic Handlers to Lift and Transfer Loads in the Workplace	25	2	83
19	J/600/7917	Preparing and Operating Reach Trucks to Lift and Transfer Loads in the Workplace	16	2	53
20	J/600/7920	Preparing and Operating Lorry Loaders or Knuckle Boom Cranes to lift and Transfer Loads in the Workplace	30	2	100
21	T/600/7931	Preparing and Operating 180 degree Excavators to Extract and Excavate Ground and Loose Materials in the Workplace	80	2	267
22	D/600/7938	Preparing and Operating Skid Steer Loaders to Extract Loose Materials in the Workplace	20	2	67
23	Y/600/7954	Preparing and Operating Loader Compressors to Extract Loose Materials in the Workplace	16	2	53
24	K/600/7957	Preparing and Operating 360 degree Excavators to Extract Ground, Face and/or Loose Materials in the Workplace	80	2	267

Unit no.	Unit reference number	Additional units for all pathways (credit value: n/a)	Credit	Level	GLH
25	Y/600/7968	Preparing and Operating Crawler/Tractor Dozers to Excavate and/or Form Ground in the Workplace	85	2	283
26	R/600/7970	Preparing and Operating 360 degree Excavators to Excavate Ground in the Workplace	80	2	267
27	T/600/7976	Preparing and Operating Truck-mounted Boom Concrete Pumps to Receive, Pump and Discharge Materials in the Workplace	70	2	233
28	A/600/7977	Preparing and Operating Forward Tipping Dumpers to Receive, Transport and Discharge Materials in the Workplace	16	2	53
29	F/600/8001	Preparing and Operating Agricultural-based Tractors for Non-agricultural Activities in the Workplace	20	2	67
30	Y/600/8005	Preparing and Operating Trailer-mounted Concrete Pumps to Receive, Pump and Discharge Materials in the Workplace	18	2	60
31	M/600/8009	Preparing and Operating Self-propelled Bowsers to Receive, Transport and Discharge Materials in the Workplace	12	2	40
32	T/600/8013	Preparing and Operating Scissor-type Mobile Elevating Work Platforms (MEWP) in the Workplace	12	2	40
33	Y/600/8019	Preparing and Operating Boom-type Mobile Elevating Work Platforms (MEWP) in the Workplace	14	2	47
34	H/600/8024	Preparing and Operating Mast Climber-type Mobile Elevating Work Platforms (MEWP) in the Workplace	12	2	40

## How is the qualification graded and assessed?

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

To pass a unit a 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.

### Assessment strategy

The assessment strategy for this qualification has been included in *Annexe D*. They have been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- the requirements for assessment in the workplace and the circumstances where simulation is permitted
- the criteria for defining a realistic working environment, where it is permitted
- the roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Learners may provide evidence of occupational competence 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 development. They must submit sufficient, reliable and valid evidence for assessment, 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 provided to satisfy the unit and learning outcomes' assessment criteria 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 be read in conjunction with the assessment strategy in *Annexe D*)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard specified by the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

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 cross-reference their evidence to the relevant assessment criteria.

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

# Centre recognition and approval

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## Centre recognition

Centres that have not previously offered Edexcel accredited qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications. New centres must complete a centre recognition and 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 and which have a history of good external quality assurance outcomes 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. If centres do not comply with the agreement, Edexcel will act to protect the integrity of the awarding of qualifications. 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 B*.

## What resources are required?

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Each qualification is designed to support learners working in the construction and built environment sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and they must be of industry standard. The centre and staff involved in the delivery of a qualification must take Health and Safety requirements into account.

Where provision is made by the Sector Skills Council or Standards Setting Body for assessment to be undertaken in a Realistic Working Environment (RWE), the RWE must provide the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

Centres must meet any specific resource requirements given in *Annexe D: Assessment requirements/strategy*. Staff assessing learners 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: Contributing to the Specified Drilling Programme in the Workplace**

**Unit reference number:** J/601/7315

**QCF level:** 2

**Credit value:** 14

**Guided learning hours:** 47

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in contributing to the specified drilling programme in the workplace within the relevant sector of industry.

### **Assessment requirements/evidence requirements**

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of contributing to the specified drilling programme, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

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

- Own area of work
- Rotary
- Rotary percussive
- Cable percussive
- Dynamic sampling.

## **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information and the work programme when contributing to the specified drilling programme</p>	<p>1.1 Interpret information and instructions accurately in relation to the work programme from drawings, instructions, method statements, specifications, schedules and manufacturer's information</p> <p>1.2 Refer to and agree any departures from information and instructions with the authorised person</p> <p>1.3 State the approved procedures and practices relevant to the operations, work activity and workplace environment, relating to:</p> <ul style="list-style-type: none"> <li>– organisational</li> <li>– regulatory</li> <li>– emergency</li> <li>– operational</li> </ul> <p>1.4 Describe different types of information and instructions in relation to the specified work activity including drawings, instructions, specifications, method statements, schedules and manufacturer's information</p> <p>1.5 Assess and communicate the impact that the pending work activity will have on the personnel and property in accordance with organisational procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Prepare for the work when contributing to the specified drilling programme	2.1 Carry out preparation work using appropriate and agreed work methods, technical information and instructions when preparing for the specified drilling programme in accordance with approved procedures and practices  2.2 Confirm resources appropriate to contributing to the specified drilling programme are available and ready for use in accordance with the work requirement and approved procedures and practices, in relation to: <ul style="list-style-type: none"> <li>– materials, components and fixings</li> <li>– machinery, tools and equipment</li> </ul> 2.3 Describe the different types of materials, components, tools and equipment relevant to the work activity, in relation to: <ul style="list-style-type: none"> <li>– drilling rigs</li> <li>– hand and/or powered tools, machinery and ancillary equipment</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when contributing to the specified drilling programme</p>	<p>3.1 Use personal protective equipment (PPE) safely to carry out the work in accordance with approved procedures and practices and in compliance with current statutory requirements when contributing to the specified drilling programme</p> <p>3.2 Describe their responsibilities under the current health and safety statutory regulations whilst working:</p> <ul style="list-style-type: none"> <li>– 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</li> </ul> <p>3.3 Demonstrate that safety is not compromised and further clarification is sought if any information is unclear</p> <p>3.4 Record and report any defects and deficiencies to the appropriate authorised person, in accordance with the organisational and operational procedures</p> <p>3.5 Identify potential hazards and/or adverse conditions that could affect the work and agree a suitable action with the appropriate person(s)</p> <p>3.6 Outline potential hazards and/or adverse conditions that could impact on the work activity</p> <p>3.7 Refer any problems and/or conditions outside their level of responsibility arising from information, resources and methods of work to the appropriate authorised person</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Minimise the risk of damage to the work, surrounding area and environment when contributing to the specified drilling programme	4.1 Protect the work and its surrounding area from damage 4.2 Minimise damage and maintain a clean work space 4.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 4.4 Dispose of waste in accordance with legislation 4.5 State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Implement and maintain the specified work activity to the given requirements when contributing to the specified drilling programme</p>	<p>5.1 Prepare resources to the given requirements and work instructions, using appropriate communication methods and in accordance with the specified work programme, agreed standards and approved procedures and practices to form bored and/or driven holes, and/or specialist works</p> <p>5.2 Describe the standards, work methods and different communication methods relevant to preparing for and forming a hole in accordance with approved procedures and practices in relation to one or more of the following drilling methods:</p> <ul style="list-style-type: none"> <li>– cable percussive</li> <li>– rotary</li> <li>– rotary percussive</li> <li>– dynamic sampling</li> </ul> <p>5.3 Safely use and store hand tools, machinery and ancillary equipment relevant to the work activity and in accordance with approved procedures and practices</p> <p>5.4 Work effectively as an individual and/or as part of a team when contributing to the specified drilling programme</p> <p>5.5 State the needs of other occupations and how to communicate within a team when contributing to the specified drilling programme</p> <p>5.6 Describe how to care for the tools, machinery and equipment used when contributing to the specified drilling programme</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.7 Maintain records in accordance with operational and organisational requirements when contributing to the specified drilling programme			

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## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when establishing work area protection and safety</p>	<p>1.1 Interpret and extract relevant information from drawings, plans, risk assessments, method statements, specifications, schedules, site inspections and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, plans, risk assessments, method statements, specifications, schedules, site inspection reports, manufacturers' information, regulations and official guidance associated with protecting work areas</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when establishing work area protection and safety	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative           2.3 Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe and healthy working practices when establishing work area protection and safety</p>	<p>3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when establishing work area protection and safety</p> <p>3.2 Comply with information relating to specific risks to health when establishing work area protection and safety</p> <p>3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to establishing work area protection and safety, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> <p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions</p> <p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to establish work area protection and safety</p>	<p>4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>- safety and security barriers</li> <li>- protection and safety notices</li> <li>- temporary structures</li> <li>- signs and lighting</li> <li>- hand and/or powered tools and equipment</li> </ul> <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity, length and area associated with the method/procedure to establish work area protection and safety</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when establishing work area protection and safety	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 Minimise damage and maintain a clean work space 5.3 Dispose of waste in accordance with current legislation 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6 Complete the work within the allocated time when establishing work area protection and safety	6.1 Demonstrate completion of the work within the allocated time 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to establish work area protection and safety to the required specification	7.1 Demonstrate the following work skills when establishing work area protection and safety: <ul style="list-style-type: none"> <li>– measuring, setting out, positioning, assembling, constructing, securing and dismantling</li> </ul> 7.2 Install, maintain and remove temporary protection and safety arrangements for the work area, to given working instructions, relating to barriers/temporary structures and one of the following: <ul style="list-style-type: none"> <li>– protection and safety notices</li> <li>– safety lighting</li> </ul> 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment           7.4 Safely store the materials, tools and equipment used when establishing work area protection and safety			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– plan for the protection and the safety of the work and surrounding environment</li> <li>– install, check and maintain the protection and safety equipment</li> <li>– dismantle and remove protection and safety equipment</li> <li>– install safety notices</li> <li>– install lighting systems</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment</li> </ul> <p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when establishing work area protection and safety</p> <p>7.7 Describe how to maintain the tools and equipment used when establishing work area protection and safety</p>			

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*(if sampled)*



## **Unit 3: Conforming to General Health, Safety and Welfare in the Workplace**

**Unit reference number:** A/503/1170

**QCF level:** 1

**Credit value:** 2

**Guided learning hours:** 7

### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to general health, safety and welfare in the workplace within the relevant sector of industry.

### **Assessment requirements/evidence requirements**

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Comply with all workplace health, safety and welfare legislation requirements</p>	<p>1.1 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area</p> <p>1.2 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements</p> <p>1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment</p> <p>1.4 State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> <p>1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions</p> <p>1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area</p> <p>1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work</p>			
<p>2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures</p>	<p>2.1 Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures</p> <p>2.2 List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities</p> <p>2.3 List the current Health and Safety Executive top ten safety risks</p> <p>2.4 List the current Health and Safety Executive top five health risks</p> <p>2.5 State how changing circumstances within the workplace could cause hazards</p> <p>2.6 State the methods used for reporting changed circumstances, hazards and incidents in the workplace</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Comply with organisational policies and procedures to contribute to health, safety and welfare	3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices 3.2 Contribute to discussions by offering/providing feedback relating to health, safety and welfare 3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures 3.4 Safely store health and safety control equipment in accordance with given instructions 3.5 Dispose of waste and/or consumable items in accordance with legislation 3.6 State the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> <li>– dealing with accidents and emergencies associated with the work and environment</li> <li>– methods of receiving or sourcing information</li> <li>– reporting</li> <li>– stopping work</li> <li>– evacuation</li> <li>– fire risks and safe exit procedures</li> <li>– consultation and feedback</li> </ul> 3.7 State the appropriate types of fire extinguishers relevant to the work 3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area</p>	<p>4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare</p> <p>4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to:</p> <ul style="list-style-type: none"> <li>– recognising when to stop work in the face of serious and imminent danger to self and/or others</li> <li>– contributing to discussions and providing feedback</li> <li>– reporting changed circumstances and incidents in the workplace</li> <li>– complying with the environmental requirements of the workplace</li> </ul> <p>4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Comply with and support all organisational security arrangements and approved procedures	5.1 Provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> <li>– during the working day</li> <li>– on completion of the day's work</li> <li>– for unauthorised personnel (other operatives and the general public)</li> <li>– for theft</li> </ul> 5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources			

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## **Unit 4: Conforming to Productive Working Practices in the Workplace**

**Unit reference number:** J/503/1169

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 10

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to productive working practices in the workplace within the relevant sector of industry.

### **Assessment requirements/evidence requirements**

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Communicate with others to establish productive work practices</p>	<p>1.1 Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively</p> <p>1.2 Describe the different methods of communicating with line management, colleagues and customers</p> <p>1.3 Describe how to use different methods of communication to ensure that the work carried out is productive</p>			
<p>2 Follow organisational procedures to plan the sequence of work</p>	<p>2.1 Interpret relevant information from organisational procedures in order to plan the sequence of work</p> <p>2.2 Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively</p> <p>2.3 Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to:</p> <ul style="list-style-type: none"> <li>– using resources for own and other’s work requirements</li> <li>– allocating appropriate work to employees</li> <li>– organising the work sequence</li> <li>– reducing carbon emissions</li> </ul> <p>2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain relevant records in accordance with the organisational procedures	3.1 Complete relevant documentation according to the occupation as required by the organisation 3.2 Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> <li>– job cards</li> <li>– worksheets</li> <li>– material/resource lists</li> <li>– time sheets</li> </ul> 3.3 Explain the reasons for ensuring documentation is completed clearly and within given timescales			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Maintain good working relationships when conforming to productive working practices</p>	<p>4.1 Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships</p> <p>4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others</p> <p>4.3 Describe how to maintain good working relationships, in relation to:</p> <ul style="list-style-type: none"> <li>– individuals</li> <li>– customer and operative</li> <li>– operative and line management</li> <li>– own and other occupations</li> </ul> <p>4.4 Describe why it is important to work effectively with line management, colleagues and customers</p> <p>4.5 Describe how working relationships could have an effect on productive working</p> <p>4.6 Describe how to apply principles of equality and diversity when communicating and working with others</p>			

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## **Unit 5: Providing for and Maintaining the Security of the Work and Environment Surrounding the Drilling Area in the Workplace**

**Unit reference number:** R/601/7317

**QCF level:** 2

**Credit value:** 12

**Guided learning hours:** 40

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in providing for and maintaining the security of the work and environment surrounding the drilling area in the workplace within the relevant sector of industry.

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of providing for and maintaining the security of the work and environment surrounding the drilling area to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy. An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information and requirements relating to the protection and safety of the work and environment surrounding the drilling area</p>	<p>1.1 Interpret and extract information from work instructions, specifications, technical drawings, plans, method statements, schedules, site inspections and manufacturers' information to accurately identify the location and extent of the work activity</p> <p>1.2 State the approved procedures and practices relevant to the operations, work activity and workplace environment, relating to:</p> <ul style="list-style-type: none"> <li>– organisational</li> <li>– regulatory</li> <li>– emergency</li> <li>– operational</li> </ul> <p>1.3 Describe different types of information relating to the protection and safety requirements, and how they are interpreted, in relation to:</p> <ul style="list-style-type: none"> <li>– work instructions, specifications, technical drawings, plans, method statements, schedules, site inspections, manufacturers' information and regulations governing buildings</li> </ul> <p>1.4 Carry out an appropriate inspection of the work environment and assess the protection and safety requirements of the work activity</p> <p>1.5 Identify and plan requirements for the access routes and safety zones in accordance with approved procedures and practices</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.6 Select the appropriate plan to make satisfactory provision for access and movement of personnel, vehicles and plant within and around the confines of the safety zones and working area</p> <p>1.7 Describe how to deal with the movement of personnel, vehicles and plant within and around the confines of the safety zones and working area</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Establish and maintain the protection and safety of the work and environment surrounding the drilling area</p>	<p>2.1 Identify and confirm the resources that meet the planned protection and safety requirements in accordance with the operational and regulatory procedures, in relation to:</p> <ul style="list-style-type: none"> <li>– materials, components and fixings</li> <li>– tools and equipment</li> </ul> <p>2.2 Set up protection and safety equipment in accordance with planned requirements and relevant approved procedures and practices, relating to protecting:</p> <ul style="list-style-type: none"> <li>– resources</li> <li>– access routes</li> <li>– from intrusion</li> <li>– the ongoing work</li> </ul> <p>2.3 Describe the methods and procedures, relating to the area of work and materials used, to:</p> <ul style="list-style-type: none"> <li>– plan for the protection and security of the work and surrounding environment</li> <li>– install and maintain the protection and security arrangements for the work area</li> <li>– set out protection and safety equipment</li> <li>– construct ramps</li> <li>– remove protection and security arrangements from the work area</li> <li>– use hand tools, power tools and ancillary equipment</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 Construct temporary structures in accordance with approved procedures and practices</p> <p>2.5 Describe the different types of protection and safety equipment used when constructing temporary structures, relating to:</p> <ul style="list-style-type: none"> <li>- security barriers</li> <li>- ramps</li> <li>- regulatory notices</li> <li>- temporary structures</li> <li>- signs and lighting</li> <li>- covered areas</li> </ul> <p>2.6 State the needs of other occupations and how to communicate within a team when contributing to the specified drilling programme</p> <p>2.7 Monitor and amend protection and safety arrangements as appropriate to the progress and changes in the work activity</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when providing for and maintaining the security of the work and environment surrounding the drilling area</p>	<p>3.1 Use personal protective equipment (PPE) safely to carry out the work in accordance with approved procedures and practices and in compliance with current statutory requirements when providing for and maintaining the security of the work and environment surrounding the drilling area</p> <p>3.2 Safely use and store tools and equipment</p> <p>3.3 Describe how to care for the tools and equipment used when providing for and maintaining the security of the work and environment surrounding the drilling area</p> <p>3.4 Describe their responsibilities under the current health and safety statutory regulations whilst working:</p> <ul style="list-style-type: none"> <li>– 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</li> </ul> <p>3.5 Refer any problems and/or conditions outside their level of responsibility arising from information, resources and methods of work to the appropriate authorised person</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Minimise the risk of damage to the work, surrounding area and environment when providing for and maintaining the security of the work and environment surrounding the drilling area</p>	<p>4.1 Protect the work and its surrounding area from damage</p> <p>4.2 Minimise damage and maintain a clean work space</p> <p>4.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>4.4 Dispose of waste in accordance with legislation</p> <p>4.5 State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance</p>			
<p>5 Dismantle and remove protection and safety arrangements from the work and environment surrounding the drilling area</p>	<p>5.1 Dismantle and remove protection and safety arrangements in accordance with approved procedures and practices</p> <p>5.2 Describe the current statutory and regulatory requirements for removing protection and safety arrangements from the work area</p> <p>5.3 Confirm that the working area is left in a safe and orderly manner, and all equipment not being used is removed</p> <p>5.4 Return equipment to the correct storage location; return any damaged equipment for repair or disposal as appropriate and report any damages and shortfalls to the appropriate person(s)</p> <p>5.5 Describe the organisational procedures relating to damaged equipment and shortfalls</p>			

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## **Unit 6: Drilling and Completing Holes to the Drilling Specification Programme in the Workplace**

**Unit reference number:** Y/601/7318

**QCF level:** 2

**Credit value:** 43

**Guided learning hours:** 143

### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in drilling and completing holes to the drilling specification programme in the workplace within the relevant sector of industry.

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of drilling and completing holes to the drilling specification programme to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- Land driller - ground investigation cable percussion
- Land driller - ground investigation rotary
- Land driller - ground investigation dynamic sampling
- Land driller - drilling for grouting
- Land driller - drilling for anchoring
- Land driller - marine cable percussion

- Land driller - marine rotary
- Land driller - water well cable percussion
- Land driller - water well rotary
- Land driller - landfill drilling cable percussion
- Land driller - landfill drilling rotary
- Land driller - geothermal drilling
- Directional driller – rotary
- Directional driller - rotary percussive
- Directional driller - HDD rig below 40 tonne
- Directional driller - HDD rig above 40 tonne.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work when drilling and completing holes to the drilling specification programme</p>	<p>1.1 Interpret and extract information from the drilling specification, plans, drawings, sketches, symbols and manufacturers' information</p> <p>1.2 State the approved procedures and practices relevant to the operations, work activity and workplace environment, relating to:</p> <ul style="list-style-type: none"> <li>– organisational</li> <li>– regulatory</li> <li>– emergency</li> <li>– operational</li> </ul> <p>1.3 Describe different types of information, their source and how they are interpreted in relation to plans, drawings, sketches, symbols, terminology and manufacturers' information</p> <p>1.4 Describe the content of the drilling specification for the work to be carried out</p> <p>1.5 State the manufacturer's recommendations in relation to:</p> <ul style="list-style-type: none"> <li>– positioning and stabilising the drilling equipment</li> <li>– drill rig operations</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Determine the position of the hole(s) when drilling and completing holes to the drilling specification programme	2.1 Determine the position of the hole(s) in compliance with the specification and in accordance with operational requirements 2.2 Check that the drilling specification is accurate and appropriate to the designated area and drilling requirement 2.3 Describe the correlation of plans with datum points 2.4 Check site conditions thoroughly in accordance with approved procedures and practices and report any variations to the appropriate person 2.5 Describe site conditions that could require a modification to the drilling specification 2.6 Describe how to determine the position and inclination of the hole(s) when using methods to measure, mark out and set out holes 2.7 Promptly clarify any ambiguities in the drilling specification with the appropriate person(s) 2.8 Describe the effects of any errors in the positioning of the hole(s) and the acceptable tolerance limits for setting out holes			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when drilling and completing holes to the drilling specification programme</p>	<p>3.1 Use personal protective equipment (PPE) to carry out work safely and efficiently in accordance with approved procedures and practices, and in compliance with current statutory requirements when drilling and completing holes to the drilling specification programme</p> <p>3.2 Comply with risk and/or COSHH assessments to avoid hazards when drilling and completing holes to the drilling specification programme</p> <p>3.3 Explain why and when personal protective equipment (PPE) should be used, relating to drilling and completing holes to the drilling specification programme, and the types, purpose and limitations of each type</p> <p>3.4 Describe their responsibilities under the current health and safety statutory requirements, whilst working:</p> <ul style="list-style-type: none"> <li>- - in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement of materials and by manual handling and mechanical lifting</li> </ul> <p>3.5 Safely use and store hand tools and/or portable power tools, machinery and ancillary equipment</p> <p>3.6 Describe how to care for tools and equipment used when drilling and completing holes to the drilling specification programme</p> <p>3.7 Recognise adverse ground conditions and take appropriate action in accordance with operational requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.8 Describe the potential dangers and effects of adverse environmental, site and ground conditions when:</p> <ul style="list-style-type: none"> <li>- determining the position of the hole(s)</li> <li>- positioning and stabilising the drilling equipment</li> <li>- drilling the hole(s)</li> </ul> <p>3.9 Refer any problems and/or conditions outside their level of responsibility to the appropriate authorised person</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Position and orientate the drilling rig to drill and complete holes to the drilling specification programme	4.1 Check that the ground location and conditions for the drilling work is suitable and stable for the positioning and orientation of the rig 4.2 Accurately position and stabilise the drilling rig at the specified location of the hole in compliance with the specification, and in accordance with approved procedures and practices 4.3 Describe how to check that the ground conditions for the drilling work is suitable and stable for the position and orientation of the drilling rig 4.4 Set the drill accurately at the specified inclination and direction in compliance with the drilling specification 4.5 Describe the types and uses of devices for measuring the angle and direction of drilling			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Drill holes to the drilling specification programme	<p>5.1 Drill holes in the ground to the required depths and angles as specified in the drilling specification using all or any of the following standard or specialist items:</p> <ul style="list-style-type: none"> <li>- tripod</li> <li>- cable percussion</li> <li>- rotary</li> <li>- dynamic sampling</li> <li>- rotary percussive</li> <li>- vibration</li> </ul> <p>5.2 Describe the different types of drilling action and varying feed requirement</p> <p>5.3 Describe the different types of tools and equipment and the different types of techniques and procedures used when drilling holes to the drilling specification</p> <p>5.4 Check gauges, monitoring and warning devices, constantly and accurately, and take prompt appropriate action when required</p> <p>5.5 Describe the drilling equipment gauges, monitoring and warning devices used when drilling holes to the drilling specification and explain why they should be constantly checked for accuracy</p> <p>5.6 Identify, isolate and immobilise any faulty drilling equipment and components and report faults to the appropriate person</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.7 Describe the wear, tolerance and clearance requirements in relation to all in-hole drilling equipment 5.8 Identify and record in the driller's log any changes in the condition and strata of the hole			
6 Minimise the risk of damage to the work, surrounding area, environment and equipment when drilling and completing holes to the drilling specification programme	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste and carry out flushing activities in accordance with approved procedures and practices 6.5 State why the disposal of waste should be carried out in relation to the work 6.6 Describe the actions and equipment that are required to efficiently remove cuttings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Complete the hole(s) to the drilling specification programme	7.1 Demonstrate and confirm that the hole(s) is completed to the required specification, operation is concluded and plant/equipment is shut-down in accordance with instructions and operational requirements 7.2 Describe the methods used to verify that a drilled hole meets the required specification 7.3 Describe how to identify and deal with any faults and defects in plant and equipment 7.4 Describe the documentation required and how it should be completed following completion of the work 7.5 State the given instructions for completing and handing over the work site 7.6 Maintain records of the work carried out in accordance with organisational procedures and requirements			

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

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Internal verifier signature: \_\_\_\_\_

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*(if sampled)*

## Unit 7: Reinstating Ground Condition in the Workplace

Unit reference number: A/600/8157

QCF level: 2

Credit value: 12

Guided learning hours: 40

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### Unit summary

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

### Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of reinstating ground condition to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy. An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when reinstating ground condition</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules and manufacturers' information</li> </ul>			
<p>2 Know how to comply with relevant legislation and official guidance when reinstating ground condition</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>- in the workplace, below ground level, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when reinstating ground condition	3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when reinstating ground condition  3.2 Explain why and when personal protective equipment (PPE) should be used, relating to reinstating ground condition, and the types, purpose and limitations of each type  3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to reinstate ground condition</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– flags, blocks, edging, aggregates, cement, black top, top soil, seeds</li> <li>– hand and/or powered tools and equipment</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity and area associated with the method/procedure to reinstate ground condition</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when reinstating ground condition	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6 Complete the work within the allocated time when reinstating ground condition	6.1 Demonstrate completion of the work within the allocated time 6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to reinstate ground condition to the required specification</p>	<p>7.1 Demonstrate the following work skills when reinstating ground condition:</p> <ul style="list-style-type: none"> <li>- measuring, marking out, laying, bedding, positioning, securing and finishing</li> </ul> <p>7.2 Reinstating ground conditions to contractor's working instructions for at least two of the following:</p> <ul style="list-style-type: none"> <li>- flag</li> <li>- block</li> <li>- concrete</li> <li>- black top surfaces</li> <li>- cultivated and grassed areas</li> </ul> <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- place and compact sub-grade and sub-base</li> <li>- form levels</li> <li>- reinstate hard landscaping of flag, block, concrete and black top surfaces</li> <li>- reinstate cultivated and grassed areas</li> <li>- use hand tools, power tools and equipment</li> </ul> <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when reinstating ground condition</p> <p>7.6 Describe how to maintain the tools and equipment used when reinstating ground condition</p>			

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

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

*(if sampled)*

## **Unit 8: Carrying out Checks and/or Basic Maintenance on Plant or Machinery in the Workplace**

Unit reference number: J/600/7111

QCF level: 2

Credit value: 8

Guided learning hours: 27

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in carrying out checks and/or basic maintenance on plant or machinery in the workplace within the relevant sector of industry.

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of carrying out checks and/or basic maintenance on plant or machinery to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsement:

- Own occupational area of work.

## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy. An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Work safely at all times when carrying out checks and/or basic maintenance on plant or machinery</p>	<p>1.1 Comply with current legislation, Approved Codes of Practice and organisational procedures</p> <p>1.2 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when carrying out checks and/or basic maintenance on plant or machinery</p> <p>1.3 Explain why and when personal protective equipment (PPE) should be used, relating to the carrying out of checks and/or basic maintenance on plant or machinery, and the types, purpose and limitations of each type</p> <p>1.4 Safely use, store and secure hand tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant health and safety legislation and official guidance when carrying out checks and/or basic maintenance on plant or machinery</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, with tools, plant or machinery and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>2.2 Describe the reasons for devising and complying with risk and COSHH assessments and how this can encourage safe working practices</p> <p>2.3 Describe the organisational security procedures for tools, equipment and personal belongings</p> <p>2.4 State what the accident reporting procedures are and who is responsible for making reports</p> <p>2.5 State how hazards and emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Follow the relevant maintenance schedules for the required work when carrying out checks and/or basic maintenance on plant or machinery</p>	<p>3.1 Interpret and extract information from specifications, schedules, organisational procedures and manufacturers' information relating to the work being carried out</p> <p>3.2 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>3.3 Describe different types of checks and maintenance information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– specifications, schedules, manufacturers' information and organisational procedures</li> </ul> <p>3.4 Describe the organisational procedures to solve problems with the information and why it is important they are followed</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Carry out checks and/or basic maintenance activities within the limits of their personal authority in the specified sequence and agreed time scale</p>	<p>4.1 Demonstrate the following work skills when carrying out checks and/or basic maintenance on plant or machinery:</p> <ul style="list-style-type: none"> <li>– replenishing, replacing, applying, lubricating, cleaning and securing</li> </ul> <p>4.2 Carry out operator checks and/or basic maintenance tasks on standard or specialised plant or machinery to given working instructions as directed by the employer/ supervisor or authorised person</p> <p>4.3 Describe how to follow maintenance authorisation, apply safe work practices, follow procedures, report problems and establish the authority and responsibility needed to:</p> <ul style="list-style-type: none"> <li>– clean and prepare areas and components for maintenance</li> <li>– replenish fuels, lubricants, fluids and coolants</li> <li>– replace parts</li> <li>– recycle components</li> <li>– fit fastening systems, pins, bolts, nuts, washers and consumable items</li> <li>– complete functional checks in accordance with equipment operating and care and control procedures</li> <li>– complete reports and records</li> <li>– use hand tools and ancillary equipment</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.4 Complete the checks and/or basic maintenance activities within the estimated allocated time and to the required standards and accuracy</p> <p>4.5 State the needs of other occupations and how to communicate within a team when carrying out checks and/or basic maintenance on plant or machinery</p> <p>4.6 Describe how to maintain the tools and equipment used when carrying out checks and/or basic maintenance on plant or machinery</p>			
5	<p>Report any instances where the maintenance activities cannot be fully met or where there are identified defects outside the planned schedule when carrying out checks and/or basic maintenance on plant or machinery</p> <p>5.1 Report problems and defects beyond their area of responsibility</p> <p>5.2 Describe the different ways that problems with maintenance procedures and problems associated with resources can be reported</p>			
6	<p>Complete relevant maintenance records accurately and pass them on to the appropriate person when carrying out checks and/or basic maintenance on plant or machinery</p> <p>6.1 Record and report maintenance tasks in accordance with organisational procedures and manufacturer's requirements</p> <p>6.2 State the procedure to complete checks and maintenance records and what the reporting lines and procedures are within the organisation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Dispose of waste materials in accordance with safe working practices and approved procedures when carrying out checks and/or basic maintenance on plant or machinery	7.1 Protect the work and its surrounding area from damage 7.2 Minimise damage and maintain a clean work space 7.3 Dispose of waste in accordance with legislation 7.4 Describe what the waste disposal procedures are, and how and why the disposal of waste should be carried out safely and how it is achieved			

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

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Internal verifier signature: \_\_\_\_\_

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

*(if sampled)*

## Unit 9: Preparing and Operating Specialised Powered Tools and Equipment in the Workplace

Unit reference number: D/600/8099

QCF level: 2

Credit value: 4

Guided learning hours: 13

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating specialised powered tools and equipment in the workplace within the relevant sector of industry.

### Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

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

- Generators
- Pumps
- Pedestrian operated plant or machinery
- Mixers
- Compressors
- Self-powered tools.

## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy. An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the preparation and use of powered tools and/or equipment</p>	<p>1.1 Interpret and extract information from drawings, specifications, risk assessments, method statements, legislation, codes of practice, operating instructions and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, risk assessments, method statements, legislation, codes of practice, manufacturers' information and instructions applicable to powered tool operations</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance to prepare and use powered tools and/or equipment</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– 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</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when preparing for and using powered tools and/or equipment</p>	<p>3.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements when using powered tools and/or equipment</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, when using powered tools and/or equipment, and the types, purpose and limitations of each type</p> <p>3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Request and select the required quantity and quality of resources to prepare for sustain powered tools and/or equipment	4.1 Request and select resources associated with the type of work in relation to fuel, power source, lubricants and consumables 4.2 Outline the organisational procedures for requisitioning consumables and other resources and why they have been developed and how they are used 4.3 Outline potential hazards associated with the resources and method of work and how they are overcome			
5 Minimise the risk of damage to the work and surrounding area when using powered tools and/or equipment	5.1 Protect the work and its surrounding area from damage. 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out safely in relation to the work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Carry out pre-use preparation inspections on powered tools and/or equipment in accordance with given procedures</p>	<p>6.1 Demonstrate the following work skills when preparing for and using powered tools and/or equipment for the work:</p> <ul style="list-style-type: none"> <li>– measuring, aligning, assembling, fitting, levelling, positioning, checking, securing, connecting and adjusting</li> </ul> <p>6.2 Prepare power unit tool(s) and/or ancillary equipment in the workplace to given working instructions</p> <p>6.3 Use and maintain power units, tools and ancillary equipment applicable to the work</p> <p>6.4 Describe the method of work for pre-use checks needed and the preparation required before using and operating powered tools and/or equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Operate powered tools and/or equipment in accordance with safe working practices to achieve the working outcome</p>	<p>7.1 Demonstrate the following work skills when using powered tools and/or equipment:</p> <ul style="list-style-type: none"> <li>– measuring, aligning, assembling, fitting, levelling, positioning, checking, securing, connecting and adjusting</li> </ul> <p>7.2 Operate and monitor power unit tool(s) and associated equipment in the workplace to given working instructions relating to continual running, closing down and cleaning</p> <p>7.3 Return powered tools and/or equipment to a safe operational condition on completion of work</p> <p>7.4 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>– prepare, position and set up for work</li> <li>– secure accessories and tool attachments</li> <li>– carry out pre-use checks to manufacturer’s and suppliers information/procedures</li> <li>– operate, use and control</li> <li>– monitor and maintain</li> <li>– close down and secure</li> <li>– disassemble</li> <li>– transport and/or secure</li> </ul> <p>7.5 State the needs of other occupations and how to communicate within a team when preparing for and using powered tools and/or equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.6 Disassemble power units, tools and ancillary equipment following completion of work			

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

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

Internal verifier signature: \_\_\_\_\_

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

*(if sampled)*



## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy. An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to setting out dimensional control of the work</p>	<p>1.1 Interpret and extract information from drawings, method statements, specifications, schedules manufacturers' information and reference point</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, manufacturers' information, reference points and regulations governing buildings and construction work</li> </ul>			
<p>2 Know how to comply with relevant legislation and official guidance to set out dimensional control of the work</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– 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</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when setting out dimensional control of the work	3.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during setting out dimensional control of the work  3.2 Explain why and when personal protective equipment (PPE) should be used, relating to setting out dimensional control of the work, and the types, purpose and limitations of each type  3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources to set out dimensional control of the work</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>- measuring tools and equipment</li> <li>- marking equipment</li> <li>- level and alignment tools</li> </ul> <p>4.2 Select resources associated with the work in relation to measuring tools and instruments, marking materials/components and tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity of resources associated with the work methods</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when setting out dimensional control of the work	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out safely in relation to the work			
6 Complete the work within the allocated time when setting out dimensional control of the work	6.1 Demonstrate completion of the work within the allocated time 6.2 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the lifting operation</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to set out dimensional control of the work to the required specification</p>	<p>7.1 Demonstrate the following work skills when setting out dimensional control of the work:</p> <ul style="list-style-type: none"> <li>- transferring, transposing, levelling, measuring, marking, positioning, fixing and securing</li> </ul> <p>7.2 Setting out dimensional control for the work to contractor's working instructions for any three of the following:</p> <ul style="list-style-type: none"> <li>- line</li> <li>- level</li> <li>- depth</li> <li>- area</li> <li>- height</li> <li>- angle</li> </ul> <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- measure and set out secondary dimensional control for the work</li> <li>- measure, align and level to dimensional control requirements</li> <li>- transfer and set out line, angles and levels to dimensional control requirements</li> <li>- use hand tools and measuring and marking equipment</li> <li>- work at height</li> <li>- use access equipment</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4 Describe how to calculate height, depth, angle, length and area associated with the method/procedures to set out dimensional control of the work 7.5 Safely use and store hand tools and ancillary equipment 7.6 State the needs of other occupations and how to communicate within a team when setting out dimensional control of the work 7.7 Describe how to maintain the tools and equipment used to set out dimensional control of the work			

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## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy. An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the preparation for and the slinging and signalling of loads</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules, method statements and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>- drawings, specifications, schedules, method statements, manufacturers' information, approved procedures and Codes of Practice</li> </ul>			
<p>2 Organise with others the sequence and operation in which the slinging and signalling of loads is to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and when slinging and signalling of loads</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance to carry out slinging and signalling of loads</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– 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</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and slinging and signalling loads</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements when slinging and signalling of loads</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to slinging and signalling of loads, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Select the required quantity and quality of resources to prepare for and when slinging and signalling loads	5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– lifting accessories</li> <li>– signalling and communication equipment</li> <li>– hand tools and ancillary equipment</li> </ul> 5.2 Select resources associated with slinging/signalling in relation to hand tools, attachments, slinging equipment, lifting aids/accessories, signalling and communication equipment           5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used           5.4 Outline potential hazards associated with the resources and method of work           5.5 Describe how to calculate weight, bearing pressure, quantity, length and area associated with the method/procedures to carry out slinging/signalling			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when slinging and signalling loads	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			
7 Complete the work within the allocated time when preparing to and slinging and signalling loads	7.1 Demonstrate completion of the work within the allocated time 7.2 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the lifting operation</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Comply with the given contract information to prepare to and sling and signal loads for movement to the required specification</p>	<p>8.1 Demonstrate the following work skills when preparing to and slinging and signalling loads:</p> <ul style="list-style-type: none"> <li>– measuring, gauging, estimating, fitting, fixing, testing, balancing, interpreting, judging, explaining, preparing, indicating, informing, instructing, signing, positioning, adjusting, configuring, moving, securing, signalling, relaying and removing</li> </ul> <p>8.2 Prepare to and attach loads to lifting equipment, and guide loads using signals to the required destination to given working instructions using appropriate load securing methods and lifting accessories</p> <p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>– confirm method of communication</li> <li>– determine the method of slinging</li> <li>– select and use suitable slinging equipment/lifting accessories</li> <li>– sling loads securely and balance within correct weight distribution following agreed/recognised operational procedures</li> <li>– position loads safely and securely</li> <li>– remove and store lifting accessories</li> <li>– use hand tools, ancillary equipment and accessories</li> </ul>			

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

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*(if sampled)*

## **Unit 12: Receiving and Organising Materials and Equipment for the Drilling Activity in the Workplace**

Unit reference number: L/601/7316

QCF level: 2

Credit value: 9

Guided learning hours: 30

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in receiving and organising materials and equipment for the drilling activity in the workplace within the relevant sector of industry.

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of receiving and organising materials and equipment for the drilling activity to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy. An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information when receiving and organising materials and equipment for the drilling activity</p>	<p>1.1 Interpret and extract information from instructions, plans and specifications</p> <p>1.2 State the approved procedures and practices relevant to the operations, work activity and workplace environment, relating to:</p> <ul style="list-style-type: none"> <li>– organisational</li> <li>– regulatory</li> <li>– emergency</li> <li>– operational</li> </ul> <p>1.3 Describe the different types of information and how they are interpreted in relation to instructions, plans and specifications</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Receive materials and equipment to carry out the work requirement when receiving and organising materials and equipment for the drilling activity	2.1 Confirm that the materials and equipment received are complete against the documentation and operational requirements 2.2 Describe the different types of equipment and materials used for the drilling activity and those that require special storage and handling techniques 2.3 Check and confirm that the condition of the materials and equipment are acceptable and meet the operational requirements 2.4 Describe the procedures used when dealing with any discrepancies/damaged equipment and materials 2.5 Identify, record and report any discrepancies/damaged equipment and materials to the appropriate person(s) 2.6 Maintain records of the materials and equipment received in accordance with operational and organisational requirements 2.7 State the common symbols and markings used on the packaging of materials and equipment and the relevance of use by dates 2.8 Describe how to calculate materials and equipment requirements and the implications if calculations are not carried out accurately			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when receiving and organising materials and equipment for the drilling activity	3.1 Carry out work in accordance with approved procedures and practices and in compliance with current statutory requirements 3.2 Describe the implications of the legislative requirements relevant to the Environmental Protection Act and the reasons for observing environmental considerations 3.3 Refer any problems and/or conditions outside their level of responsibility to the appropriate authorised person 3.4 Describe their responsibilities under the current health and safety statutory requirements			
4 Minimise the risk of damage to the work, surrounding area and environment when receiving and organising materials and equipment for the drilling activity	4.1 Minimise damage to materials, equipment and the built and natural environment by handling and storing materials and equipment appropriately 4.2 Maintain a tidy work area in accordance with operational and organisational requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Comply with the work requirements when moving and organising materials and equipment for the drilling activity	5.1 Safely and securely move materials and equipment to their designated locations in accordance with the work and operational requirements 5.2 Describe the different types of materials and components relevant to the operations and work activity 5.3 Describe the methods used to transfer and store materials and equipment relevant to the operations and work activity 5.4 Effectively co-ordinate the movement and organisation of materials and equipment in conjunction with all personnel involved in the work activity 5.5 Explain the reasons for observing environmental considerations			

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## Unit 13: Preparing and Operating Overhead Cranes to Lift and Transfer Loads in the Workplace

Unit reference number: L/600/7868

QCF level: 2

Credit value: 18

Guided learning hours: 60

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating overhead cranes to lift and transfer loads in the workplace within the relevant sector of industry.

### Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating overhead cranes to lift and transfer loads to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy. An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of overhead cranes to lift, transfer and place loads</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to overhead crane operations</li> </ul>			
<p>2 Organise with others the sequence and operation in which lifting operations using overhead cranes are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during lifting operations with overhead cranes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to comply with relevant legislation and official guidance when carrying out lifting operations	3.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> 3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 3.3 State what the accident reporting procedures are and who is responsible for making reports			
4 Maintain safe working practices when preparing for and carrying out lifting operations using overhead cranes	4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during lifting operations 4.2 Explain why and when personal protective equipment (PPE) should be used, relating to overhead crane use, and the types, purpose and limitations of each type 4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using overhead cranes</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> <p>5.2 Request and select resources associated with overhead cranes in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate weight, bearing pressure, length and area associated with the method/procedures to carry out lifting operations with overhead cranes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when lifting and transferring loads	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			
7 Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure overhead cranes 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the lifting operation</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to lift, transfer and place loads using overhead cranes to the required specification	8.1 Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using overhead cranes: <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down</li> </ul> 8.2 Prepare, set up and operate overhead cranes to lift, transfer and place a variety of loads in the workplace, to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- identify the characteristics of the crane for the lifting operation</li> <li>- carry out performance checks</li> <li>- prepare, set up and adjust for operational requirements</li> <li>- complete functional checks</li> <li>- carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>- operate and move (where applicable) the crane</li> <li>- identify characteristics, type, weight and positioning of loads for lifting and transferring</li> <li>- secure and balance loads for lifting</li> <li>- lift, remove and transfer loads</li> <li>- position, place and set down loads</li> <li>- confirm load stability and security</li> <li>- shut down the crane</li> <li>- use hand tools, ancillary equipment and accessories</li> </ul> <p>8.4 Safely use and store hand tools and ancillary equipment</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing for and lifting and transferring loads</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.6 Describe how to maintain the plant, tools and equipment used to lift and transfer loads			

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## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy. An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of excavator cranes to lift, transfer and place loads</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to excavator crane operations</li> </ul>			
<p>2 Organise with others the sequence and operation in which lifting operations using excavator cranes are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during lifting operations with excavator cranes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance when carrying out lifting operations</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out lifting operations using excavator cranes</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during lifting operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to excavator crane use, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using excavator cranes</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> <p>5.2 Request and select resources associated with excavator cranes in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate weight, bearing pressure, length and area associated with the method/procedures to carry out lifting operations with excavator cranes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when lifting and transferring loads	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			
7 Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure excavator cranes 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the lifting operation</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to lift, transfer and place loads using excavator cranes to the required specification	8.1 Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using excavator cranes: <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down</li> </ul> 8.2 Prepare, set up and operate excavator cranes to lift, transfer and place a variety of loads and/or materials in the workplace, to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- identify the characteristics of the crane for the lifting operation</li> <li>- carry out performance checks</li> <li>- prepare, set up and adjust for operational requirements</li> <li>- complete functional checks</li> <li>- carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>- operate and move (where applicable) the crane</li> <li>- identify characteristics, type, weight and positioning of loads for lifting and transferring</li> <li>- secure and balance loads for lifting</li> <li>- lift, remove and transfer loads</li> <li>- position, place and set down loads</li> <li>- confirm load stability and security</li> <li>- shut down the crane</li> <li>- use hand tools, ancillary equipment and accessories</li> </ul> <p>8.4 Safely use and store hand tools and ancillary equipment</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing for and lifting and transferring loads</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.6 Describe how to maintain the plant, tools and equipment used to lift and transfer loads			

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

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

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

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

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

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

Internal verifier signature: \_\_\_\_\_

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

*(if sampled)*



## Unit 15: Preparing and Operating Rough Terrain Masted Forklifts to Lift and Transfer Loads in the Workplace

Unit reference number: H/600/7889

QCF level: 2

Credit value: 18

Guided learning hours: 60

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating rough terrain masted forklifts to lift and transfer loads in the workplace within the relevant sector of industry.

### Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating rough terrain masted forklifts to lift and transfer loads to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy. An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of rough terrain masted forklifts to lift, transfer and place loads</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to rough terrain masted forklift operations</li> </ul>			
<p>2 Organise with others the sequence and operation in which rough terrain masted forklift operations are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during forklift operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance when carrying out lifting and transferring loads with rough terrain masted forklifts</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out forklift operations with rough terrain masted types</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during rough terrain masted forklift operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to rough terrain masted forklift use, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Request and select the required quantity and quality of resources to prepare for and carry out forklift operations with rough terrain masted types	5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> 5.2 Request and select resources associated with rough terrain masted forklifts in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment           5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used           5.4 Outline potential hazards associated with the resources and method of work           5.5 Describe how to calculate weight, bearing pressure, length and area associated with the method/procedures to lift and transfer loads using rough terrain masted forklifts			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when lifting and transferring loads	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			
7 Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure rough terrain masted forklifts 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the lifting operation</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Comply with the given contract information to lift, transfer and place loads using rough terrain masted forklifts to the required specification</p>	<p>8.1 Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using rough terrain masted forklifts:</p> <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down</li> </ul> <p>8.2 Prepare and operate rough terrain masted forklift to lift, transfer and place a variety of loads in the workplace, to given working instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>– identify the characteristics of the machine for the forklift operation</li> <li>– carry out performance checks</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– complete functional checks</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– operate and move the rough terrain masted forklift</li> <li>– identify characteristics, type, weight and positioning of loads for lifting and transferring</li> <li>– secure and balance loads for lifting</li> <li>– lift, remove and transfer loads</li> <li>– position, place and set down loads</li> <li>– confirm load stability and security</li> <li>– shut down the rough terrain masted forklift</li> <li>– use hand tools, ancillary equipment and accessories</li> </ul> <p>8.4 Safely use and store hand tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.5 State the needs of other occupations and how to communicate within a team when preparing for and lifting and transferring loads  8.6 Describe how to maintain the plant, tools and equipment used to lift and transfer loads			

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

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

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

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

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

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

Internal verifier signature: \_\_\_\_\_

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

*(if sampled)*



## Unit 16: Preparing and Operating Industrial Counterbalanced Forklifts to Lift and Transfer Loads in the Workplace

Unit reference number: M/600/7894

QCF level: 2

Credit value: 16

Guided learning hours: 53

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating industrial counterbalanced forklifts to lift and transfer loads in the workplace within the relevant sector of industry.

### Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating industrial counterbalanced forklifts to lift and transfer loads to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of industrial counterbalanced forklifts to lift, transfer and place loads</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to industrial counterbalanced forklift operations</li> </ul>			
<p>2 Organise with others the sequence and operation in which industrial counterbalanced forklift operations are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during forklift operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads with industrial counterbalanced forklifts</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out forklift operations with industrial counterbalanced types</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during industrial counterbalanced forklift operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to industrial counterbalanced forklift use, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out forklift operations with industrial counterbalanced types</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> <p>5.2 Request and select resources associated with industrial counterbalanced forklifts in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate weight, length and area associated with the method/procedures to lift and transfer loads using industrial counterbalanced forklifts</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when lifting and transferring loads	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			
7 Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure industrial counterbalanced forklifts 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the lifting operation</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to lift, transfer and place loads using industrial counterbalanced forklifts to the required specification	8.1 Demonstrate the following work skills when preparing for, lifting, transferring and placing loads with industrial counterbalanced forklifts: <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down</li> </ul> 8.2 Prepare and operate industrial counterbalanced forklift to lift, transfer and place a variety of loads in the workplace, to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- identify the characteristics of the machine for the forklift operation</li> <li>- carry out performance checks</li> <li>- prepare, set up and adjust for operational requirements</li> <li>- complete functional checks</li> <li>- carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>- operate and move the industrial counterbalanced forklift</li> <li>- identify characteristics, type, weight and positioning of loads for lifting and transferring</li> <li>- secure and balance loads for lifting</li> <li>- lift, remove and transfer loads</li> <li>- position, place and set down loads</li> <li>- confirm load stability and security</li> <li>- shut down the industrial counterbalanced forklift</li> <li>- use hand tools, ancillary equipment and accessories</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.4 Safely use and store hand tools and ancillary equipment 8.5 State the needs of other occupations and how to communicate within a team when preparing for and lifting and transferring loads 8.6 Describe how to maintain the plant, tools and equipment used to lift and transfer loads			

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

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

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

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

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

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

Internal verifier signature: \_\_\_\_\_

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

*(if sampled)*





## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of sideloaders to lift, transfer and place loads</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to sideloader operations</li> </ul>			
<p>2 Organise with others the sequence and operation in which sideloader operations are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during forklift operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads with sideloaders</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out forklift operations with sideloader types</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during sideloader operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to rough terrain masted forklift use, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out forklift operations with sideloader types</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> <p>5.2 Request and select resources associated with sideloader forklifts in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate weight, length and area associated with the method/procedures to lift and transfer loads using sideloaders</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when lifting and transferring loads	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			
7 Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure sideloaders 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the lifting operation</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to lift, transfer and place loads using sideloaders to the required specification	8.1 Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using sideloaders: <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down</li> </ul> 8.2 Prepare and operate sideloaders to lift, transfer and place a variety of loads in the workplace, to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- identify the characteristics of the machine for the forklift operation</li> <li>- carry out performance checks</li> <li>- prepare, set up and adjust for operational requirements</li> <li>- complete functional checks</li> <li>- carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>- operate and move the sideloader</li> <li>- identify characteristics, type, weight and positioning of loads for lifting and transferring</li> <li>- secure and balance loads for lifting</li> <li>- lift, remove and transfer loads</li> <li>- position, place and set down loads</li> <li>- confirm load stability and security</li> <li>- shut down the sideloader</li> <li>- use hand tools, ancillary equipment and accessories</li> </ul> <p>8.4 Safely use and store hand tools and ancillary equipment</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing for and lifting and transferring loads</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.6 Describe how to maintain the plant, tools and equipment used to lift and transfer loads			

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

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

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

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

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

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

Internal verifier signature: \_\_\_\_\_

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

*(if sampled)*





## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy. An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of telescopic handlers to lift, transfer and place loads</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to telescopic handler operations</li> </ul>			
<p>2 Organise with others the sequence and operation in which telescopic handlers operations are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during telescopic handler operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out telescopic handler operations</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during telescopic handler operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to telescopic handler use, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Request and select the required quantity and quality of resources to prepare for and carry out telescopic handler operations	5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> 5.2 Request and select resources associated with telescopic handlers in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment           5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used           5.4 Outline potential hazards associated with the resources and method of work           5.5 Describe how to calculate weight, length and area associated with the method/procedures to lift and transfer loads using telescopic handlers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when lifting and transferring loads	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			
7 Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure telescopic handlers 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the lifting operation</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to lift, transfer and place loads using telescopic handlers to the required specification	8.1 Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using telescopic handlers: <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down</li> </ul> 8.2 Prepare, set up and operate telescopic handlers to lift, transfer and place a variety of loads in the workplace, to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- identify the characteristics of the telescopic handler for the lifting operation</li> <li>- carry out performance checks</li> <li>- prepare, set up and adjust for operational requirements</li> <li>- complete functional checks</li> <li>- carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>- operate and move the tele-handler</li> <li>- identify characteristics, type, weight and positioning of loads for lifting and transferring</li> <li>- secure and balance loads for lifting</li> <li>- lift, remove and transfer loads</li> <li>- position, place and set down loads</li> <li>- confirm load stability and security</li> <li>- shut down the tele-handler</li> <li>- use hand tools, ancillary equipment and accessories</li> </ul> <p>8.4 Safely use and store hand tools and ancillary equipment</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing for and lifting and transferring loads</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.6 Describe how to maintain the plant, tools and equipment used to lift and transfer loads			

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

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

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

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

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

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

Internal verifier signature: \_\_\_\_\_

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

*(if sampled)*



## Unit 19: Preparing and Operating Reach Trucks to Lift and Transfer Loads in the Workplace

Unit reference number: J/600/7917

QCF level: 2

Credit value: 16

Guided learning hours: 53

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating reach trucks to lift and transfer loads in the workplace within the relevant sector of industry.

### Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating reach trucks to lift and transfer loads to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of reach trucks to lift, transfer and place loads</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to reach truck operations</li> </ul>			
<p>2 Organise with others the sequence and operation in which reach truck operations are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during forklift truck operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads with reach trucks</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out forklift operations with masted reach types</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during reach trucks operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to reach truck use, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out forklift operations with masted reach types</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> <p>5.2 Request and select resources associated with reach trucks in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate weight, length and area associated with the method/procedures to carry, lift and transfer loads using reach trucks</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when lifting and transferring loads	<p>6.1 Protect the work and its surrounding area from damage</p> <p>6.2 Minimise damage and maintain a clean work space</p> <p>6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>6.4 Dispose of waste in accordance with legislation</p> <p>6.5 State why the disposal of waste should be carried out safely in relation to the work</p>			
7	Complete the work within the allocated time when preparing to and lifting and transferring loads	<p>7.1 Demonstrate completion of the work within the allocated time</p> <p>7.2 Shut down and secure reach trucks</p> <p>7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the lifting operation</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to lift, transfer and place loads using reach trucks to the required specification	8.1 Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using reach trucks: <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down</li> </ul> 8.2 Prepare, set up and operate reach trucks to lift, transfer and place a variety of loads in the workplace, to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- identify the characteristics of the reach truck for the forklift operation</li> <li>- carry out performance checks</li> <li>- prepare, set up and adjust for operational requirements</li> <li>- complete functional checks</li> <li>- carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>- operate and move the reach truck</li> <li>- identify characteristics, type, weight and positioning of loads for lifting and transferring</li> <li>- secure and balance loads for lifting and moving</li> <li>- lift, remove and transfer loads</li> <li>- position, place and set down loads</li> <li>- confirm load stability and security</li> <li>- shut down the reach truck</li> <li>- use hand tools, ancillary equipment and accessories</li> </ul> <p>8.4 Safely use and store hand tools and ancillary equipment</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing for and lifting and transferring loads</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.6 Describe how to maintain the plant, tools and equipment used to lift and transfer loads			

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

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

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

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

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

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

Internal verifier signature: \_\_\_\_\_

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

*(if sampled)*



## Unit 20: Preparing and Operating Lorry Loaders or Knuckle Boom Cranes to Lift and Transfer Loads in the Workplace

Unit reference number: J/600/7920

QCF level: 2

Credit value: 30

Guided learning hours: 100

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating lorry loaders or knuckle boom cranes to lift and transfer loads in the workplace within the relevant sector of industry.

### Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating lorry loaders/knuckle boom cranes to lift and transfer loads to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy. An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of lorry loaders/knuckle boom cranes to lift, transfer and place loads</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to lorry loader/knuckle boom crane operations</li> </ul>			
<p>2 Organise with others the sequence and operation in which lifting operations using lorry loaders/knuckle boom cranes are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during lifting operations with lorry loaders/knuckle boom cranes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance when carrying out lifting operations</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out lifting operations using lorry loaders/knuckle boom cranes</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during lifting operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to lorry loader/knuckle boom crane use, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using lorry loaders/knuckle boom cranes</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> <p>5.2 Request and select resources associated with lorry loaders/knuckle boom cranes in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate weight, bearing pressure, length and area associated with the method/procedures to carry out lifting operations with lorry loaders/knuckle boom cranes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when lifting and transferring loads	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			
7 Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure lorry loader/knuckle boom crane 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the lifting operation</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Comply with the given contract information to lift, transfer and place loads using lorry loaders/knuckle boom cranes to the required specification</p>	<p>8.1 Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using lorry loaders/knuckle boom cranes:</p> <ul style="list-style-type: none"> <li>- fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down</li> </ul> <p>8.2 Prepare, set up and operate lorry loaders/knuckle boom cranes to lift, transfer and place a variety of loads in the workplace, to given working instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- identify the characteristics of the crane for the lifting operation</li> <li>- carry out performance checks</li> <li>- prepare, set up and adjust for operational requirements</li> <li>- complete functional checks</li> <li>- carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>- operate and move (where applicable) the crane</li> <li>- identify characteristics, type, weight and positioning of loads for lifting and transferring</li> <li>- secure and balance loads for lifting</li> <li>- lift, remove and transfer loads</li> <li>- position, place and set down loads</li> <li>- confirm load stability and security</li> <li>- shut down the crane</li> <li>- use hand tools, ancillary equipment and accessories</li> </ul> <p>8.4 Safely use and store hand tools and ancillary equipment</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing for and lifting and transferring loads</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.6 Describe how to maintain the plant, tools and equipment used to lift and transfer loads			

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

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

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

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

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

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

Internal verifier signature: \_\_\_\_\_

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

*(if sampled)*



## Unit 21: Preparing and Operating 180 degree Excavators to Extract and Excavate Ground and Loose Materials in the Workplace

Unit reference number: T/600/7931

QCF level: 2

Credit value: 80

Guided learning hours: 267

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating 180 degree excavators to extract and excavate ground and loose materials in the workplace within the relevant sector of industry.

### Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating 180 degree excavators to extract and excavate materials to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- Quarry operations – up to 6 tonne
- Quarry operations – over 6 tonne.

## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of 180 degree excavators to carry out extracting and excavating operations</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to extracting and excavating operations</li> </ul>			
<p>2 Organise with others the sequence and operation in which extracting and excavating operations using 180 degree excavators are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during extracting and excavating operations using 180 degree excavators</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance to carry out extracting and excavating operations with 180 degree excavators</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out extracting and excavating operations using 180 degree excavators</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during extracting and excavating operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to extracting and excavating operations, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out extracting and excavating operations using 180 degree excavators</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and extraction/excavation aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> <p>5.2 Request and select resources associated with 180 degree excavators in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out extracting and excavating operations using 180 degree excavators</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Minimise the risk of damage to the work and surrounding area when extracting and excavating materials using 180 degree excavators</p>	<p>6.1 Protect the work and its surrounding area from damage</p> <p>6.2 Minimise damage and maintain a clean work space</p> <p>6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>6.4 Dispose of waste in accordance with legislation</p> <p>6.5 State why the disposal of waste should be carried out safely in relation to the work</p>			
<p>7 Complete the work within the allocated time when preparing to and extracting and excavating materials using 180 degree excavators</p>	<p>7.1 Demonstrate completion of the work within the allocated time</p> <p>7.2 Shut down and secure 180 degree excavators</p> <p>7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Comply with the given contract information to extract and excavate materials using 180 degree excavators to the required specification</p>	<p>8.1 Demonstrate the following work skills when preparing for and extracting and excavating loose materials and ground using 180 degree excavators:</p> <ul style="list-style-type: none"> <li>- fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, extracting, excavating, forming, measuring, removing and loading</li> </ul> <p>8.2 Prepare, position, set up and operate 180 degree excavators to given working instructions.</p> <ul style="list-style-type: none"> <li>- extract loose materials and/or different types of ground</li> <li>- load and/or stockpile loose materials and ground</li> <li>- excavate different types of ground</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- identify the characteristics of the 180 degree excavator used for extraction and excavation work</li> <li>- carry out performance checks</li> <li>- prepare, set up and adjust for operational requirements</li> <li>- complete functional checks</li> <li>- carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>- identify the area to be extracted and excavated</li> <li>- check to avoid damage to structures and utilities service apparatus</li> <li>- extract, excavate, remove and load materials safely and securely</li> <li>- form stockpiles</li> <li>- shut down and secure 180 degree excavators</li> <li>- use hand tools, ancillary equipment and accessories</li> </ul> <p>8.4 Safely use and store hand tools and ancillary equipment</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing to and carrying out extracting and excavating operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.6 Describe how to maintain the plant, tools and equipment used to extract and excavate materials			

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

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

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

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

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

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

Internal verifier signature: \_\_\_\_\_

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

*(if sampled)*



## Unit 22: Preparing and Operating Skid Steer Loaders to Extract Loose Materials in the Workplace

Unit reference number: D/600/7938

QCF level: 2

Credit value: 20

Guided learning hours: 67

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating skid steer loaders to extract loose materials in the workplace within the relevant sector of industry.

### Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating skid steer loaders to extract materials to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of skid steer loaders to carry out extracting operations</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to extracting operations</li> </ul>			
<p>2 Organise with others the sequence and operation in which extracting operations using skid steer loaders are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during extracting operations using skid steer loaders</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance to carry out extracting operations with skid steer loaders</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out extracting operations using skid steer loaders</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during extracting operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to extracting operations, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out extracting operations using skid steer loaders</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and extraction aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> <p>5.2 Request and select resources associated with skid steer loaders in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out extracting operations using skid steer loaders</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when extracting materials using skid steer loaders	<p>6.1 Protect the work and its surrounding area from damage</p> <p>6.2 Minimise damage and maintain a clean work space</p> <p>6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>6.4 Dispose of waste in accordance with legislation</p> <p>6.5 State why the disposal of waste should be carried out safely in relation to the work</p>			
7	Complete the work within the allocated time when preparing to and extracting materials using skid steer loaders	<p>7.1 Demonstrate completion of the work within the allocated time</p> <p>7.2 Shut down and secure skid steer loaders</p> <p>7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to extract materials using skid steer loaders to the required specification	8.1 Demonstrate the following work skills when preparing for and extracting loose materials using skid steer loaders: <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, extracting, forming, removing and loading</li> </ul> 8.2 Prepare, position, set up and operate skid steer loaders to given working instructions. <ul style="list-style-type: none"> <li>– extract loose materials</li> <li>– load and/or stockpile loose materials</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>– identify the characteristics of the skid steer loader used for the extraction work</li> <li>– carry out performance checks</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– complete functional checks</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify the area to be extracted</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– extract, remove and load materials safely and securely</li> <li>– form stockpiles</li> <li>– shut down and secure skid steer loader</li> <li>– use hand tools, ancillary equipment and accessories</li> </ul> <p>8.4 Safely use and store hand tools and ancillary equipment</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing to and carrying out extracting operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.6 Describe how to maintain the plant, tools and equipment used to extract materials			

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

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

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

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

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

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

Internal verifier signature: \_\_\_\_\_

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

*(if sampled)*





## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy. An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of loader compressors to carry out extracting operations</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to loader compressor extracting operations</li> </ul>			
<p>2 Organise with others the sequence and operation in which extracting operations using loader compressors are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during extracting operations using loader compressors</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance to carry out extracting operations with loader compressors</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out extracting operations using loader compressors</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during extracting operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to extracting operations, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out extracting operations using loader compressors</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and extraction/excavation aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> <p>5.2 Request and select resources associated with loader compressors in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out extracting operations using loader compressors</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when extracting materials using loader compressors	<p>6.1 Protect the work and its surrounding area from damage</p> <p>6.2 Minimise damage and maintain a clean work space</p> <p>6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>6.4 Dispose of waste in accordance with legislation</p> <p>6.5 State why the disposal of waste should be carried out safely in relation to the work</p>			
7	Complete the work within the allocated time when preparing to and extracting materials using loader compressors	<p>7.1 Demonstrate completion of the work within the allocated time</p> <p>7.2 Shut down and secure loader compressors</p> <p>7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to extract materials using loader compressors to the required specification	8.1 Demonstrate the following work skills when preparing for and extracting loose materials using loader compressors: <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, extracting, forming, removing and loading</li> </ul> 8.2 Prepare, position, set up and operate loader compressors to given working instructions. <ul style="list-style-type: none"> <li>– extract loose materials</li> <li>– load and/or stockpile loose materials</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>– identify the characteristics of the loader compressor used for the extraction work</li> <li>– carry out performance checks</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– complete functional checks</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify the area to be extracted</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– extract, remove and load materials safely and securely</li> <li>– form stockpiles</li> <li>– shut down and secure loader compressor</li> <li>– use hand tools, ancillary equipment and accessories</li> </ul> <p>8.4 Safely use and store hand tools and ancillary equipment</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing to and carrying out extracting operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.6 Describe how to maintain the plant, tools and equipment used to extract materials			

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

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

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

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

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

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

Internal verifier signature: \_\_\_\_\_

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

*(if sampled)*



## **Unit 24: Preparing and Operating 360 degree Excavators to Extract Ground, Face and/or Loose Materials in the Workplace**

**Unit reference number:** K/600/7957

**QCF level:** 2

**Credit value:** 80

**Guided learning hours:** 267

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating 360 degree excavators to extract ground, face and/or loose materials in the workplace within the relevant sector of industry.

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating 360 degree excavators to extract materials to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- 360 degree Excavator – below 10 tonne tracked
- 360 degree Excavator – below 10 tonne wheeled
- 360 degree Excavator – above 10 tonne tracked
- 360 degree Excavator – above 10 tonne wheeled
- quarry operations - 360 degree excavator – up to 30 tonne – standard reach
- quarry operations - 360 degree excavator – up to 30 tonne – long reach (over 6.1m)
- quarry operations - 360 degree excavator – up to 30 tonne – face shovel
- quarry operations - 360 degree excavator – 31 to 60 tonne – standard reach
- quarry operations - 360 degree excavator – 31 to 60 tonne – long reach (over 6.1m)
- quarry operations - 360 degree excavator – 31 to 60 tonne – face shovel
- quarry operations - 360 degree excavator – 61 to 100 tonne – standard reach
- quarry operations - 360 degree excavator – 61 to 100 tonne – long reach (over 6.1m)
- quarry operations - 360 degree excavator – 61 to 100 tonne – face shovel
- quarry operations - 360 degree excavator – above 100 tonne – standard reach
- quarry operations - 360 degree excavator – above 100 tonne – long reach (over 6.1m)
- quarry operations - 360 degree excavator – above 100 tonne – face shovel.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of 360 degree excavators to carry out extracting operations</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to extracting operations</li> </ul>			
<p>2 Organise with others the sequence and operation in which extracting operations using 360 degree excavators are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during extracting operations using 360 degree excavators</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance to carry out extracting operations with 360 degree excavators</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out extracting operations using 360 degree excavators</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during extracting operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to extracting operations, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out extracting operations using 360 degree excavators</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and extraction/excavation aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> <p>5.2 Request and select resources associated with 360 degree excavators in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out extracting operations using 360 degree excavators</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when extracting materials using 360 degree excavators	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			
7 Complete the work within the allocated time when preparing to and extracting materials using 360 degree excavators	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure 360 degree excavators 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to extract materials using 360 degree excavators to the required specification	8.1 Demonstrate the following work skills when preparing for and extracting loose materials, face or ground using 360 degree excavators: <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, extracting, forming, removing and loading</li> </ul> 8.2 Prepare, position, set up and operate 360 degree excavators to given working instructions. <ul style="list-style-type: none"> <li>– extract from a face, loose materials and/or ground</li> <li>– load extracted loose materials and/or stockpile loose materials</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>– identify the characteristics of the 360 degree excavators used for the extraction work</li> <li>– carry out performance checks</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– complete functional checks</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify the area to be extracted</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– extract, remove and load materials safely and securely</li> <li>– form stockpiles</li> <li>– shut down and secure 360 degree excavators</li> <li>– use hand tools, ancillary equipment and accessories</li> </ul> <p>8.4 Safely use and store hand tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.5 State the needs of other occupations and how to communicate within a team when preparing to and carrying out extracting operations  8.6 Describe how to maintain the plant, tools and equipment used to extract materials			

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

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

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

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

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

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

Internal verifier signature: \_\_\_\_\_

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

*(if sampled)*





## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy. An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of crawler dozers to carry out excavating and/or forming operations</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to crawler dozer excavating and/or forming operations</li> </ul>			
<p>2 Organise with others the sequence and operation in which excavating and/or forming operations using crawler dozers are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during excavating and/or forming operations using crawler dozers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance to carry out excavating and/or forming operations with crawler dozers</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out excavating and/or forming operations using crawler dozers</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during excavating and/or forming operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to excavating and/or forming operations, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out excavating and/or forming operations using crawler dozers</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and extraction/excavation aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> <p>5.2 Request and select resources associated with crawler dozers in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out excavating and/or forming operations using crawler dozers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when excavating and/or forming materials using crawler dozers	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			
7 Complete the work within the allocated time when preparing to and excavating and/or forming materials using crawler dozers	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure crawler dozers 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Comply with the given contract information to excavate and/or form ground using crawler dozers to the required specification</p>	<p>8.1 Demonstrate the following work skills when preparing for and excavating and/or forming ground using crawler dozers:</p> <ul style="list-style-type: none"> <li>- fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, excavating and/or forming, measuring and removing</li> </ul> <p>8.2 Prepare, position, set up and operate crawler/tractor dozers to given working instructions.</p> <ul style="list-style-type: none"> <li>- excavate to line and level and stockpile different types of ground and/or</li> <li>- spread, form and shape ground and/or loose materials</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>– identify the characteristics of the crawler dozers used for the excavation and/or forming work</li> <li>– carry out performance checks</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– complete functional checks</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify the area to be excavated/formed</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– excavate or form materials safely and securely</li> <li>– form stockpiles</li> <li>– shut down and secure crawler dozer</li> <li>– use hand tools, ancillary equipment and accessories</li> </ul> <p>8.4 Safely use and store hand tools and ancillary equipment</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing to and carrying out excavating and/or forming operations</p> <p>8.6 Describe how to maintain the plant, tools and equipment used to excavate or form ground</p>			

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*(if sampled)*



## Unit 26: Preparing and Operating 360 degree Excavators to Excavate Ground in the Workplace

Unit reference number: R/600/7970

QCF level: 2

Credit value: 80

Guided learning hours: 267

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating 360 degree excavators to excavate ground in the workplace within the relevant sector of industry.

### Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating 360 degree excavators to excavate ground to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- 360 degree Excavator – below 10 tonne tracked
- 360 degree Excavator – below 10 tonne wheeled
- 360 degree Excavator – above 10 tonne tracked
- 360 degree Excavator – above 10 tonne wheeled.

## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy. An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of 360 degree excavators to carry out excavating operations</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to excavating operations</li> </ul>			
<p>2 Organise with others the sequence and operation in which excavating operations using 360 degree excavators are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during excavating operations using 360 degree excavators</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance to carry out excavating operations with 360 degree excavators</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out excavating operations using 360 degree excavators</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during excavating operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to excavating operations, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out excavating operations using 360 degree excavators</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and excavation aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> <p>5.2 Request and select resources associated with 360 degree excavators in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out excavating operations using 360 degree excavators</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when excavating materials using 360 degree excavators	<p>6.1 Protect the work and its surrounding area from damage</p> <p>6.2 Minimise damage and maintain a clean work space</p> <p>6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>6.4 Dispose of waste in accordance with legislation</p> <p>6.5 State why the disposal of waste should be carried out safely in relation to the work</p>			
7	Complete the work within the allocated time when preparing to and excavating materials using 360 degree excavators	<p>7.1 Demonstrate completion of the work within the allocated time</p> <p>7.2 Shut down and secure 360 degree excavators</p> <p>7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to excavate materials using 360 degree excavators to the required specification	<p>8.1 Demonstrate the following work skills when preparing for and excavating ground using 360 degree excavators:</p> <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, excavating, forming, removing and loading</li> </ul> <p>8.2 Prepare, position, set up and operate 360 degree excavators to given working instructions.</p> <ul style="list-style-type: none"> <li>– excavate a variety of ground</li> <li>– load and/or stockpile excavated loose materials</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>– identify the characteristics of the 360 degree excavators used for the excavation work</li> <li>– carry out performance checks</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– complete functional checks</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify the area to be excavated</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– excavate, remove and load materials safely and securely</li> <li>– form stockpiles</li> <li>– shut down and secure 360 degree excavator</li> <li>– use hand tools, ancillary equipment and accessories</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.4 Safely use and store hand tools and ancillary equipment 8.5 State the needs of other occupations and how to communicate within a team when preparing to and carrying out excavating operations 8.6 Describe how to maintain the plant, tools and equipment used to excavate materials			

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## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy. An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of concrete pumps to carry out pumping and discharging operations</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to concrete pumping operations</li> </ul>			
<p>2 Organise with others the sequence and operation in which pumping and discharging operations using concrete pumps are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during concrete pumping operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to comply with relevant legislation and official guidance to carry out pumping operations with concrete pumps	3.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> 3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 3.3 State what the accident reporting procedures are and who is responsible for making reports			
4 Maintain safe working practices when preparing for and carrying out pumping operations using concrete pumps	4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during concrete pumping operations 4.2 Explain why and when personal protective equipment (PPE) should be used, relating to concrete pumping operations, and the types, purpose and limitations of each type 4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out pumping operations using concrete pumps</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments, pumping and discharging aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> <p>5.2 Request and select resources associated with concrete pumps in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out concrete pumping operations</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when pumping materials using concrete pumps	<p>6.1 Protect the work and its surrounding area from damage</p> <p>6.2 Minimise damage and maintain a clean work space</p> <p>6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>6.4 Dispose of waste in accordance with legislation</p> <p>6.5 State why the disposal of waste should be carried out safely in relation to the work</p>			
7	Complete the work within the allocated time when preparing to and pumping and discharging materials using concrete pumps	<p>7.1 Demonstrate completion of the work within the allocated time</p> <p>7.2 Shut down and secure concrete pumps</p> <p>7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to receive, pump and discharge materials using concrete pumps to the required specification	8.1 Demonstrate the following work skills when preparing for and pumping and discharging materials using concrete pumps: <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, receiving, pumping, discharging and cleaning</li> </ul> 8.2 Prepare, position, set up and operate truck-mounted boom concrete pumps to receive, pump and discharge materials, at various locations, to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>– identify the characteristics of the concrete pumps used for pumping and discharging work</li> <li>– carry out performance checks</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– complete functional checks</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify the area for pumping</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– receive and pump materials safely and securely</li> <li>– shut down and secure concrete pumps</li> <li>– use hand tools, ancillary equipment and accessories</li> </ul> <p>8.4 Safely use and store hand tools and ancillary equipment</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing to and carrying out pumping and discharging operations</p> <p>8.6 Describe how to maintain the plant, tools and equipment used to pump materials</p>			

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## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy. An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of forward tipping dumpers to carry out transporting and discharging operations</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to transporting and discharging operations</li> </ul>			
<p>2 Organise with others the sequence and operation in which transporting and discharging operations using forward tipping dumpers are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during transporting and discharging operations using forward tipping dumpers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance to carry out transporting and discharging operations with forward tipping dumpers</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out transporting and discharging operations using forward tipping dumpers</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during transporting and discharging operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to transporting and discharging operations, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out transporting and discharging operations using forward tipping dumpers</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments, transporting and discharging aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> <p>5.2 Request and select resources associated with forward tipping dumpers in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out transporting and discharging operations using forward tipping dumpers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when transporting and discharging materials using forward tipping dumpers	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			
7 Complete the work within the allocated time when preparing to and transporting and discharging materials using forward tipping dumpers	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure forward tipping dumpers 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to receive, transport and discharge materials using forward tipping dumpers to the required specification	8.1 Demonstrate the following work skills when preparing for and transporting and discharging loose materials using forward tipping dumpers: <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, receiving, transporting and depositing</li> </ul> 8.2 Prepare, position, set up and operate forward tipping dumpers to receive, transport and discharge loads to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>– identify the characteristics of the forward tipping dumper used for transporting and discharging work</li> <li>– carry out performance checks</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– complete functional checks</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify the area for discharging</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– receive, transport and discharge materials safely and securely</li> <li>– shut down and secure forward tipping dumper</li> <li>– use hand tools, ancillary equipment and accessories</li> </ul> <p>8.4 Safely use and store hand tools and ancillary equipment</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing to and carrying out transporting and discharging operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.6 Describe how to maintain the plant, tools and equipment used to transport and discharge materials			

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## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy. An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of agricultural-based tractors to carry out non-agricultural activities</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to non-agricultural activities using agricultural-based tractors</li> </ul>			
<p>2 Organise with others the sequence and operation in which non-agricultural activities using agricultural-based tractors are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during non-agricultural activities using agricultural-based tractors</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance to carry out non-agricultural activities with agricultural-based tractors</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out non-agricultural activities using agricultural-based tractors</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during non-agricultural activities</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to non-agricultural activities, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out non-agricultural activities using agricultural-based tractors</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and non-agricultural activity aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> <p>5.2 Request and select resources associated with agricultural-based tractors in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out non-agricultural activities using agricultural-based tractors</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when undertaking non-agricultural activities using agricultural-based tractors	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			
7 Complete the work within the allocated time when preparing to and undertaking non-agricultural activities using agricultural-based tractors	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure agricultural-based tractors 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to carry out non-agricultural activities using agricultural-based tractors to the required specification	8.1 Demonstrate the following work skills when preparing for and undertaking non-agricultural activities using agricultural-based tractors: <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring and positioning</li> </ul> 8.2 Prepare, position, set up and operate agricultural-based tractors to undertake non-agricultural activities to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>- identify the characteristics of the agricultural-based tractors used for non-agricultural activities</li> <li>- carry out performance checks</li> <li>- prepare, set up and adjust for operational requirements</li> <li>- complete functional checks</li> <li>- carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>- identify the area of work</li> <li>- check to avoid damage to structures and utilities service apparatus</li> <li>- undertake non-agricultural activities safely and securely</li> <li>- shut down and secure agricultural-based tractors</li> <li>- use hand tools, ancillary equipment and accessories</li> </ul> <p>8.4 Safely use and store hand tools and ancillary equipment</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing to and carrying out non-agricultural activities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.6 Describe how to maintain the plant, tools and equipment used to undertake non-agricultural activities			

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

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

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

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

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

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

Internal verifier signature: \_\_\_\_\_

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

*(if sampled)*



## Unit 30: Preparing and Operating Trailer-mounted Concrete Pumps to Receive, Pump and Discharge Materials in the Workplace

Unit reference number: Y/600/8005

QCF level: 2

Credit value: 18

Guided learning hours: 60

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating trailer-mounted concrete pumps to receive, pump and discharge materials in the workplace within the relevant sector of industry.

### Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating trailer-mounted concrete pumps to pump and discharge materials to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy. An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of concrete pumps to carry out pumping and discharging operations</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to concrete pumping operations</li> </ul>			
<p>2 Organise with others the sequence and operation in which concrete pumping operations using concrete pumps are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during concrete pumping operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance to carry out concrete pumping operations with concrete pumps</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out pumping operations using concrete pumps</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during concrete pumping operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to concrete pumping operations, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Request and select the required quantity and quality of resources to prepare for and carry out pumping operations using concrete pumps	5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments, pumping and discharging aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> 5.2 Request and select resources associated with concrete pumps in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment           5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used           5.4 Outline potential hazards associated with the resources and method of work           5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out concrete pumping operations			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when pumping materials using concrete pumps	<p>6.1 Protect the work and its surrounding area from damage</p> <p>6.2 Minimise damage and maintain a clean work space</p> <p>6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>6.4 Dispose of waste in accordance with legislation</p> <p>6.5 State why the disposal of waste should be carried out safely in relation to the work</p>			
7	Complete the work within the allocated time when preparing to and pumping and discharging materials using concrete pumps	<p>7.1 Demonstrate completion of the work within the allocated time</p> <p>7.2 Shut down and secure trailer-mounted concrete pumps</p> <p>7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to receive, pump and discharge materials using concrete pumps to the required specification	8.1 Demonstrate the following work skills when preparing for and pumping and discharging materials using concrete pumps <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, receiving, pumping, discharging and cleaning</li> </ul> 8.2 Prepare, position, set up, check the positioning of and operate trailer-mounted concrete pumps to receive, pump and discharge materials, at various locations, to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>– identify the characteristics of the concrete pumps used for pumping and discharging work</li> <li>– carry out performance checks</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– complete functional checks</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify the area for pumping</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– receive and pump materials safely and securely</li> <li>– shut down and secure concrete pumps</li> <li>– use hand tools, ancillary equipment and accessories</li> </ul> <p>8.4 Safely use and store hand tools and ancillary equipment</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing to and carrying out pumping and discharging operations</p> <p>8.6 Describe how to maintain the plant, tools and equipment used to pump and discharge materials</p>			

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

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

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

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

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

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

Internal verifier signature: \_\_\_\_\_

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

*(if sampled)*



## Unit 31: **Preparing and Operating Self-propelled Bowsers to Receive, Transport and Discharge Materials in the Workplace**

Unit reference number: M/600/8009

QCF level: 2

Credit value: 12

Guided learning hours: 40

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating self-propelled bowsers to receive, transport and discharge materials in the workplace within the relevant sector of industry.

### Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating self-propelled bowsers to transport and discharge fluid materials to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- Water bower
- Fuel bower
- Slurry tanker.

## Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy. An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of self-propelled bowsers to carry out transporting and discharging operations</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to transporting and discharging operations</li> </ul>			
<p>2 Organise with others the sequence and operation in which transporting and discharging operations using self-propelled bowsers are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during transporting and discharging operations using self-propelled bowsers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance to carry out transporting and discharging operations with self-propelled bowzers</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out transporting and discharging operations using self-propelled bowzers</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during transporting and discharging operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to transporting and discharging operations, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out transporting and discharging operations using self-propelled bowzers</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and transporting and discharging aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> <p>5.2 Request and select resources associated with self-propelled bowzers in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out transporting and discharging operations using self-propelled bowzers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when transporting and discharging materials using self-propelled bowzers	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			
7 Complete the work within the allocated time when preparing to and transporting and discharging materials using self-propelled bowzers	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure self-propelled bowzers 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to receive, transport and discharge materials using self-propelled bowzers to the required specification	8.1 Demonstrate the following work skills when preparing for and transporting and discharging materials using self-propelled bowzers: <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, receiving, transporting and discharging</li> </ul> 8.2 Prepare, set up, position and operate self-propelled bowzers to receive, transport and discharge fluid materials to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>– identify the characteristics of the self-propelled bowzers used for transporting and discharging work</li> <li>– carry out performance checks</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– complete functional checks</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify the area for discharging</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– receive, transport and discharge materials safely and securely</li> <li>– shut down and secure self-propelled bowzers</li> <li>– use hand tools, ancillary equipment and accessories</li> </ul> <p>8.4 Safely use and store hand tools and ancillary equipment</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing to and carrying out transporting and discharging operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.6 Describe how to maintain the plant, tools and equipment used to transport and discharge fluid materials			

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

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

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

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

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

Internal verifier signature: \_\_\_\_\_

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

*(if sampled)*





## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of scissor-type MEWPs to access areas to carry out the work</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to accessing operations</li> </ul>			
<p>2 Organise with others the sequence and operation in which accessing operations using scissor-type MEWPs are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during accessing operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance to carry out accessing operations with scissor-type MEWPs</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out accessing operations using scissor-type MEWPs</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during accessing operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to accessing operations, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using scissor-type MEWPs	5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and accessing discharging aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> 5.2 Request and select resources associated with scissor-type MEWPs in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment           5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used           5.4 Outline potential hazards associated with the resources and method of work           5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out accessing operations			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when accessing work areas using scissor-type MEWPs	<p>6.1 Protect the work and its surrounding area from damage</p> <p>6.2 Minimise damage and maintain a clean work space</p> <p>6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>6.4 Dispose of waste in accordance with legislation</p> <p>6.5 State why the disposal of waste should be carried out safely in relation to the work</p>			
7	Complete the work within the allocated time when preparing to and accessing work areas using scissor-type MEWPs	<p>7.1 Demonstrate completion of the work within the allocated time</p> <p>7.2 Shut down and secure scissor-type MEWPs</p> <p>7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to accessing areas to carry out work using scissor-type MEWPs to the required specification	8.1 Demonstrate the following work skills when preparing for and accessing work areas using scissor-type MEWPs: <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, accessing and setting down</li> </ul> 8.2 Prepare, position, set up and operate scissor-type MEWPs to access working areas, at various locations, to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>– identify the characteristics of the scissor-type MEWP used for accessing work</li> <li>– carry out performance checks</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– complete functional checks</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify the area for accessing</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– access working areas safely and securely</li> <li>– shut down and secure the scissor-type MEWP</li> <li>– use hand tools, ancillary equipment and accessories</li> </ul> <p>8.4 Safely use and store hand tools and ancillary equipment</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing to and carrying out accessing operations</p> <p>8.6 Describe how to maintain the plant, tools and equipment used to access working areas</p>			

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

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

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

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

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

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

Internal verifier signature: \_\_\_\_\_

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

*(if sampled)*

## **Unit 33: Preparing and Operating Boom-type Mobile Elevating Work Platforms (MEWP) in the Workplace**

Unit reference number: Y/600/8019

QCF level: 2

Credit value: 14

Guided learning hours: 47

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace within the relevant sector of industry.

### **Assessment requirements/evidence requirements**

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

- the Additional Requirements for Qualifications using the title NVO in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

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

- Mobile elevating work platforms – boom self propelled
- Mobile elevating work platforms – boom vehicle mounted.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of boom-type MEWPs to access areas to carry out the work</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to accessing operations</li> </ul>			
<p>2 Organise with others the sequence and operation in which accessing operations using boom-type MEWPs are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during accessing operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance to carry out accessing operations with boom-type MEWPs</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out accessing operations using boom-type MEWPs</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during accessing operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to accessing operations, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using boom-type MEWPs	5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and accessing discharging aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> 5.2 Request and select resources associated with boom-type MEWPs in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment           5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used           5.4 Outline potential hazards associated with the resources and method of work           5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out accessing operations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when accessing work areas using boom-type MEWPs	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			
7 Complete the work within the allocated time when preparing to and accessing work areas using boom-type MEWPs	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure boom-type MEWPs 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to accessing areas to carry out work using boom-type MEWPs to the required specification	8.1 Demonstrate the following work skills when preparing for and accessing work areas using boom-type MEWPs: <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, accessing and setting down</li> </ul> 8.2 Prepare, position, set up and operate boom-type MEWPs to access working areas, at various locations, to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>– identify the characteristics of the boom-type MEWP used for accessing work</li> <li>– carry out performance checks</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– complete functional checks</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify the area for accessing</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– access working areas safely and securely</li> <li>– shut down and secure the boom-type MEWP</li> <li>– use hand tools, ancillary equipment and accessories</li> </ul> <p>8.4 Safely use and store hand tools and ancillary equipment</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing to and carrying out accessing operations</p> <p>8.6 Describe how to maintain the plant, tools and equipment used to access working areas</p>			

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

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

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

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

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

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

Internal verifier signature: \_\_\_\_\_

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

*(if sampled)*

## **Unit 34: Preparing and Operating Mast Climber-type Mobile Elevating Work Platforms (MEWP) in the Workplace**

**Unit reference number:** H/600/8024

**QCF level:** 2

**Credit value:** 12

**Guided learning hours:** 40

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace within the relevant sector of industry.

### **Assessment requirements/evidence requirements**

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy. An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of mast climber-type MEWPs to access areas to carry out the work</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to accessing operations</li> </ul>			
<p>2 Organise with others the sequence and operation in which accessing operations using mast climber-type MEWPs are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during accessing operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance to carry out accessing operations with mast climber-type MEWPs</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul> <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out accessing operations using mast climber-type MEWP</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during accessing operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to accessing operations, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using mast climber-type MEWPs</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and accessing discharging aids</li> <li>– hand tools, ancillary equipment and/or accessories</li> </ul> <p>5.2 Request and select resources associated with mast climber-type MEWPs in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out accessing operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Minimise the risk of damage to the work and surrounding area when accessing work areas using mast climber-type MEWPs</p>	<p>6.1 Protect the work and its surrounding area from damage</p> <p>6.2 Minimise damage and maintain a clean work space</p> <p>6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>6.4 Dispose of waste in accordance with legislation</p> <p>6.5 State why the disposal of waste should be carried out safely in relation to the work</p>			
<p>7 Complete the work within the allocated time when preparing to and accessing work areas using mast climber-type MEWPs</p>	<p>7.1 Demonstrate completion of the work within the allocated time</p> <p>7.2 Shut down and secure mast climber-type MEWPs</p> <p>7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to accessing areas to carry out work using mast climber-type MEWPs to the required specification	8.1 Demonstrate the following work skills when preparing for and accessing work areas using mast climber-type MEWPs: <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, accessing and setting down</li> </ul> 8.2 Prepare, position, set up and operate mast climber-type MEWPs to access working areas, at various locations, to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>– identify the characteristics of the mast climber-type MEWP used for accessing work</li> <li>– carry out performance checks</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– complete functional checks</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify the area for accessing</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– access working areas safely and securely</li> <li>– shut down and secure the mast climber-type MEWP</li> <li>– use hand tools, ancillary equipment and accessories</li> </ul> <p>8.4 Safely use and store hand tools and ancillary equipment</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing to and carrying out accessing operations</p> <p>8.6 Describe how to maintain the plant, tools and equipment used to access working areas</p>			

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

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

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

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

Internal verifier signature: \_\_\_\_\_

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

*(if sampled)*

## Further information

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For information on our qualifications, please contact our Customer Services team on the following number:

Customer Services: 0844 463 2535

Calls may be recorded for quality and training purposes. Our telephone lines are open between 8 a.m. and 5.30p.m., Monday to Friday.

## Useful publications

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Related information and publications include:

- *Edexcel NVQs, SVQs and Competence-based Qualifications Delivery Requirements and Quality Assurance Guidance* published annually
- *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 our website, [www.edexcel.com](http://www.edexcel.com).

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

To obtain the National Occupational Standards for the qualifications in this specification, please visit: [www.ukstandards.co.uk](http://www.ukstandards.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 our Customer Services team to discuss your training needs.

The training we provide:

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

## Annexe A: Progression pathways

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The Edexcel qualification framework for the construction and built environment sector

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
8				
7				
6				There are too many qualifications to fit in this space. Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a>
5		Pearson BTEC Level 5 HND Diploma in Construction and the Built Environment (QCF)		There are too many qualifications to fit in this space. Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a>
4		Pearson BTEC Level 4 HNC Diploma in Construction and the Built Environment (QCF)		There are too many qualifications to fit in this space. Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a>

<b>Level</b>	<b>General qualifications</b>	<b>BTEC vocationally-related qualifications</b>	<b>BTEC specialist qualification/professional</b>	<b>NVQ/competence</b>
<b>3</b>		Pearson BTEC Level 3 Certificate , Subsidiary Diploma, Extended Diploma in Construction and the Built Environment (QCF)	Pearson BTEC Level 3 Award in Construction and the Built Environment (Specialist: Construction) (QCF)	There are too many qualifications to fit in this space. Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a>
<b>2</b>		Pearson BTEC Level 2 Certificate, Extended Certificate in Construction (QCF)	Edexcel BTEC Level 2 Award, Certificate and Extended Certificate in Construction and the Built Environment (Specialist: Construction) (QCF)	Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a>
<b>1</b>				
<b>Entry</b>				

## Annexe B: Quality assurance

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### Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised and approved centre and must have approval for the individual qualifications that it is offering.
- The centre agrees, as part of gaining recognition and centre approval, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to centres a range of materials and opportunities to exemplify the processes required for effective assessment and to provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel accredited 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 dealing with special circumstances, appeals and malpractice.

### Quality assurance processes

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

The learning outcomes and assessment criteria in each unit set out the standard to be achieved by each learner in order to gain each unit and, through satisfying the rules of combination, the whole qualification. Edexcel operates a quality-assurance process, 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.

Edexcel quality-assurance processes will involve:

- gaining centre recognition and approval - if a centre is not currently approved to offer Edexcel qualifications - and qualification approval through satisfying the Edexcel approved centre criteria
- visits to centres, conducted by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessment processes, and assessor decisions for the occupational sector. The minimum frequency of Standards Verifiers' visits to centres is usually two per year (a total of two days per year). The exact frequency and duration of Standards Verifier visits must reflect a centre's performance, taking account of the number:
  - of assessment sites
  - and throughput of candidates
  - and turnover of assessors
  - and turnover of internal verifiers.
- 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 to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

## Annexe C: Registration and certification

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### Registration

Details of the process for registration of learners for the qualification in this specification are provided in the *Edexcel Information Manual*, published annually.

Centres must register learners promptly on their chosen qualification and by the registration deadlines given in the *Edexcel Information Manual*.

### 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 should be 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 Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence. For details, please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, available on our website: [www.edexcel.com](http://www.edexcel.com).

### Certification

Details of the process for reporting learners' success to Edexcel and for claiming certification are given in the *Edexcel Information Manual*, published annually.

Certificates are issued weekly according to the schedule of dates published in the *Edexcel Information Manual*.

Results should be reported only if the centre has clearance to certificate through reports from Standards Verifiers. Subject to this, results must be reported immediately following programme completion so that certificates can be issued as soon as possible.

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claim Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs, SVQs and competence qualifications 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 action
- limit or suspend certification
- suspend registration.

Edexcel's approach 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.

## Annexe D: Assessment strategy

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The ConstructionSkills Assessment Strategy is available on the Edexcel website, alongside this full specification on the Construction NVQ/Competence page.

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For more information on Edexcel and BTEC qualifications please  
visit our website: [www.edexcel.com](http://www.edexcel.com)

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