

Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction)

Specification

NVQs/Competence-based qualifications

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Edexcel, BTEC and LCCI qualifications

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1 Introducing Edexcel NVQs/ Competence-based qualifications

What are NVQs/Competence-based qualifications?

National Vocational Qualifications (NVQs)/Competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational Standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development for employees who have been in the workplace for some time. The qualifications are also a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

Sizes of NVQs/Competence-based qualifications

For all regulated qualifications, Pearson specifies a total estimated number of hours that learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors includes private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of the TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQs/Competence-based qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 Certificate in Plant Operations (Construction)
Qualification Number (QN)	603/4325/4
Regulation start date	01/04/2019
Operational start date	01/04/2019
Approved age ranges	16–18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements in <i>Section 8 Assessment</i> .
Total Qualification Time (TQT)	160 hours
Guided Learning Hours (GLH)	57 hours
Assessment	Portfolio of evidence (internal assessment).
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Guide for Centres to Enrolling onto Qualifications (see Section 7 Access and recruitment).
Funding	Qualifications eligibility for 16-19, apprenticeship and 19+ advanced learner loan funding can be found on the funding Hub. The Education and Skills Funding Agency (ESFA) also publishes a list of the qualifications eligible for the 19-23 level 2 and level 3 legal entitlement, and a list of the qualifications eligible for 19+ advanced learner loans.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

3 Qualification purpose

Qualification objectives

The Pearson Edexcel Level 2 Certificate in Plant Operations (Construction) is for learners who work in, or who want to work in, the construction and built environment sector.

The qualification gives learners the opportunity to:

- develop and demonstrate competence to work on a construction site, in a public place or on the highway, operating plant/machinery to transfer loads, excavate, lift and move materials to given specifications
- have existing skills recognised
- develop personal growth and engagement in learning.

Learners are given the opportunity to explore, through 15 specialist pathways, a particular area of plant operations, to support progression in working environment and further study should they wish to. The particular plant areas covered are:

Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (Cranes and Specialist Lifting) – units cover the skills required in the preparation and operation of, for example, overhead cranes, lorry loaders, container handlers and tower cranes.

Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (Fork-lift Trucks) – units cover the skills required in the preparation and operation of, for example, telescopic handlers, reach trucks, and rough terrain masted forklift trucks.

Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (Extracting) – units cover the skills required in the preparation and operation of, for example, loader compressors, skid steer loaders, and suction and vacuum excavators.

Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (Transporting Loads) – units cover the skills required in the preparation and operation of, for example, trailer-mounted concrete pumps, forward tipping dumpers, and self-propelled bowsers.

Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (Work Platforms) – units cover the skills required in the preparation and operation of, for example, boom-type mobile elevating work platforms, scissor-type mobile elevating work platforms, and mast climber-type mobile elevating work platforms.

Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (Laying and Distributing) – units cover the skills required in the preparation and operation of, for example, self-propelled spreaders, and towed scrapers.

Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction)

(Compacting) – units cover the skills required in the preparation and operation of, for example, ride-on rollers, landfill compacters and soil compacters.

Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction)

(Processing) – units cover the skills required in the preparation and operation of, for example, crushers and batching plant.

Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction)

(Loading and Securing) – units cover the skills required in the movement of vehicles, plant or machinery and operation of these for non-operational activities.

Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction)

(Road/Rail) – units cover the skills required in the preparation and operation of, for example, excavator cranes, knuckle booms, and forward tipping dumpers.

Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction)

(Attachments) – units cover the skills required in the preparation and operation of, for example, plant or machinery attachments and excavator cranes.

Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction)

(Excavating) – units cover the skills required in the preparation and operation of, for example, wheeled loading shovels and suction and vacuum excavators.

Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction)

(Sweeping, Cleaning, Clearing) – the unit covers the skills required in preparation and operation of plant or machinery to sweep, clean and clear.

Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction)

(Operations Guide) – units cover the skills required in the preparation and operation of, for example, setting out secondary dimensional work control.

Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction)

(Movement Guide) – units cover the skills required in the movement, handling and storage of resources and operation of machinery.

Each pathway represent specific activities or machinery and help to show current and future employers the activities that in which a person is competent. Learners should choose the specialist pathway that is relevant to the activities carried out in their job role.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (QCF) 500/9642/4 which will expire on 30 April 2019.

Progression opportunities

Learners who achieve the Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) can progress into construction operations and also occupational work supervision, management or technical support areas such as the Pearson Edexcel Level 3 Diploma in Occupational Work Supervision (Construction) or the Pearson Edexcel Level 3 Diploma in Construction Site Supervision (Construction).

Industry support and recognition

This qualification is supported by ConstructionSkills, the Skills Council for construction and the built environment.

Relationship with occupational standards

This qualification is based on the occupational standards for construction and the built environment, which were set and designed by ConstructionSkills.

4 Qualification structure

Pearson Edexcel Level 2 Certificate in Plant Operations (Construction)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of units that must be achieved	3
Minimum number of units that must be achieved at Level 2 or above	2
Number of mandatory units that must be achieved	2
Minimum number of optional units that must be achieved	1

Unit number	Group A - Mandatory units for all pathways	Level	Guided learning hours
1	Conforming to General Health, Safety and Welfare in the Workplace	1	7
2	Conforming to Productive Working Practices in the Workplace	2	10

Pathway 1: Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (Cranes and Specialist Lifting)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	3
Total Qualification Time for this pathway	160
Guided Learning Hours for this pathway	57

Unit number	Group B – Optional units for Pathway 1 Learners must complete ONE unit from this group.	Level	Guided learning hours
3*	Preparing and Operating Compact Cranes to Lift and Transfer Loads in the Workplace	2	100
4*	Preparing and Operating Remote Controlled Tower Cranes to Lift and Transfer Load in the Workplace	2	100
5	Preparing and Operating Overhead Cranes to Lift and Transfer Loads in the Workplace	2	60
6	Preparing and Operating Excavator Cranes to Lift and Transfer Loads in the Workplace	2	100
7*	Preparing and Operating Hoists to Lift and Transfer Loads in the Workplace	2	40
8*	Preparing and Operating Lorry Loaders or Knuckle Booms to Lift and Transfer Loads in the Workplace	2	100
9	Preparing and Operating Skip Handlers to Lift and Transfer Loads in the Workplace	2	60
10	Preparing and Operating Container Handlers to Lift and Transfer Loads in the Workplace	2	60
11	Preparing and Operating Self-Propelled Modular Transporters (SPMT) to Lift and Transfer Loads in the Workplace	2	100
12	Preparing and Operating Ergonomic Manipulating Machines to Lift and Transfer Loads in the Workplace	2	40

Pathway 2: Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (Fork-lift Trucks)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	3
Total Qualification Time for this pathway	210
Guided Learning Hours for this pathway	70

Unit number	Group C – Optional units for Pathway 2 Learners must complete ONE unit from this group.	Level	Guided learning hours
13	Preparing and Operating Rough Terrain Masted Forklifts to Lift and Transfer in the Workplace	2	60
14	Preparing and Operating Industrial Forklift Trucks to Lift and Transfer Loads in the Workplace	2	53
15	Preparing and Operating Telescopic Handlers to Lift and Transfer Loads in the Workplace	2	83
16	Preparing and Operating Reach Trucks to Lift and Transfer Loads in the Workplace	2	53
17	Preparing and Operating Sideloader Forklifts to Lift and Transfer Loads in the Workplace	2	53

Pathway 3: Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (Extracting)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	3
Total Qualification Time for this pathway	210
Guided Learning Hours for this pathway	70

Unit number	Group D – Optional units for Pathway 3 Learners must complete ONE unit from this group.	Level	Guided learning hours
18	Preparing and Operating Wheeled Loading Shovels to Extract Loose Materials in the Workplace	2	87
19	Preparing and Operating Skid Steer Loaders to Extract Loose Materials in the Workplace	2	67
20	Preparing and Operating Loader Compressors to Extract Loose Materials in the Workplace	2	53
52	Preparing and Operating Suction and Vacuum Excavators to Extract in the Workplace	2	167

Pathway 4: Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (Transporting Loads)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	3
Total Qualification Time for this pathway	170
Guided Learning Hours for this pathway	57

Unit number	Group E – Optional units for Pathway 4 Learners must complete ONE unit from this group.	Level	Guided learning hours
21*	Preparing and operating forward tipping dumpers to receive, transport and discharge Materials in the Workplace	2	53
22*	Preparing and operating rear tipping dump trucks to receive, transport and discharge materials in the workplace	2	100

Unit number	Group E – Optional units for Pathway 4 Learners must complete ONE unit from this group.	Level	Guided learning hours
23	Preparing and operating tractors with towed equipment for non-agricultural activities in the workplace	2	67
24	Preparing and operating trailer-mounted concrete pumps to receive, pump and discharge materials in the workplace	2	60
25	Preparing and operating self-propelled bowsers to receive, transport and discharge materials in the workplace	2	40
26	Preparing and operating static concrete placing booms to discharge and place materials in the workplace	2	83
27	Preparing and operating volumetric trucks to receive and transport materials in the workplace	2	100

Pathway 5: Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (Work Platforms)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	3
Total Qualification Time for this pathway	170
Guided Learning Hours for this pathway	57

Unit number	Group F – Optional units for Pathway 5 Learners must complete ONE unit from this group.	Level	Guided learning hours
28	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	2	40
29*	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace	2	47

Unit number	Group F – Optional units for Pathway 5 Learners must complete ONE unit from this group.	Level	Guided learning hours
30	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace	2	40

Pathway 6: Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (Laying and Distributing)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	3
Total Qualification Time for this pathway	300
Guided Learning Hours for this pathway	100

Unit number	Group G – Optional units for Pathway 6 Learners must complete ONE unit from this group.	Level	Guided learning hours
31	Preparing and operating binder spreaders to lay and distribute materials in the workplace	2	83
32	Preparing and operating self-propelled spreaders to lay and distribute materials in the workplace	2	83
33	Preparing and operating towed scrapers to lay and distribute materials in the workplace	2	83

Pathway 7: Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (Compacting)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	3
Total Qualification Time for this pathway	210
Guided Learning Hours for this pathway	70

Unit number	Group H – Optional units for Pathway 7 Learners must complete ONE unit from this group.	Level	Guided learning hours
34	Preparing and operating ride-on rollers to compact materials in the workplace	2	53
35	Preparing and operating soil compacters to compact materials in the workplace	2	53
36	Preparing and operating landfill compacters to compact materials in the workplace	2	83

Pathway 8: Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (Processing)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	3
Total Qualification Time for this pathway	170
Guided Learning Hours for this pathway	57

Unit number	Group I – Optional units for Pathway 8 Learners must complete ONE unit from this group.	Level	Guided learning hours
37	Preparing and operating crushers to process materials in the workplace	2	53
38	Preparing and operating screeners to process materials in the workplace	2	40
39	Preparing and operating batching plant to process materials in the workplace	2	40

Pathway 9: Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (Loading and Securing)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	4
Total Qualification Time for this pathway	310
Guided Learning Hours for this pathway	103

Unit number	Group J – Mandatory unit for Pathway 9 Learners must complete the unit from this group.	Level	Guided learning hours
40*	Preparing for, and arranging and securing plant or machinery for transportation in the workplace	2	53

Unit number	Group K – Optional units for Pathway 9 Learners must complete ONE unit from this group.	Level	Guided learning hours
41*	Preparing to and directing and guiding the movement of vehicles, plant or machinery in the workplace	2	40
42*	Slinging and hand signalling the movement of suspended loads in the workplace	2	33
43*	Operating plant or machinery for non-operational activities in the workplace	2	33

Pathway 10: Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (Road/Rail)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	4
Total Qualification Time for this pathway	250
Guided Learning Hours for this pathway	84

Unit number	Group L – Mandatory unit for Pathway 10 Learners must complete the unit from this group.	Level	Guided learning hours
44*	Preparing and operating road/rail adapted plant in the workplace	2	26

Unit number	Group M – Optional units for Pathway 10 Learners must complete ONE unit from this group.	Level	Guided learning hours
6	Preparing and Operating Excavator Cranes to Lift and Transfer Loads in the Workplace	2	100
13	Preparing and Operating Rough Terrain Masted Forklifts to Lift and Transfer Loads in the Workplace	2	60
15*	Preparing and Operating Telescopic Handlers to Lift and Transfer Loads in the Workplace	2	83
8*	Preparing and Operating Lorry Loaders or Knuckle Booms to Lift and Transfer Loads in the Workplace	2	100
18	Preparing and Operating Wheeled Loading Shovels to Extract Loose Materials in the Workplace	2	87
19	Preparing and Operating Skid Steer Loaders to Extract Loose Materials in the Workplace	2	67
20	Preparing and Operating Loader Compressors to Extract Loose Materials in the Workplace	2	53
21*	Preparing and Operating Forward Tipping Dumpers to Receive, Transport and Discharge Materials in the Workplace	2	53

Unit number	Group M – Optional units for Pathway 10 Learners must complete ONE unit from this group.	Level	Guided learning hours
22*	Preparing and Operating Rear Tipping Dump Trucks to Receive, Transport and Discharge Materials in the Workplace	2	100
23	Preparing and Operating Tractors with Towed Equipment for Non-Agricultural Activities in the Workplace	2	67
28	Preparing and Operating Scissor-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	40
29*	Preparing and Operating Boom-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	47
30	Preparing and Operating Mast Climber-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	40

Pathway 11: Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (Attachments)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	3
Total Qualification Time for this pathway	240
Guided Learning Hours for this pathway	80

Unit number	Group N – Mandatory unit for Pathway 11 Learners must complete the unit from this group.	Level	Guided learning hours
45*	Preparing and operating plant or machinery attachments in the workplace	2	23

Unit number	Group O – Optional units for Pathway 11 Learners must complete ONE unit from this group.	Level	Guided learning hours
6	Preparing and Operating Excavator Cranes to Lift and Transfer Loads in the Workplace	2	100

Unit number	Group O – Optional units for Pathway 11 Learners must complete ONE unit from this group.	Level	Guided learning hours
13	Preparing and Operating Rough Terrain Masted Forklifts to Lift and Transfer Loads in the Workplace	2	60
15*	Preparing and Operating Telescopic Handlers to Lift and Transfer Loads in the Workplace	2	83
8*	Preparing and Operating Lorry Loaders or Knuckle Booms to Lift and Transfer Loads in the Workplace	2	100
18	Preparing and Operating Wheeled Loading Shovels to Extract Loose Materials in the Workplace	2	87
19	Preparing and Operating Skid Steer Loaders to Extract Loose Materials in the Workplace	2	67
20	Preparing and Operating Loader Compressors to Extract Loose Materials in the Workplace	2	53
21*	Preparing and Operating Forward Tipping Dumpers to Receive, Transport and Discharge Materials in the Workplace	2	53
22*	Preparing and Operating Rear Tipping Dump Trucks to Receive, Transport and Discharge Materials in the Workplace	2	100
23	Preparing and Operating Tractors with Towed Equipment for Non-Agricultural Activities in the Workplace	2	67
28	Preparing and Operating Scissor-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	40
29*	Preparing and Operating Boom-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	47
30	Preparing and Operating Mast Climber-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	40

Pathway 12: Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (Excavating)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	3
Total Qualification Time for this pathway	250
Guided Learning Hours for this pathway	84

Unit number	Group N – Optional units for Pathway 12 Learners must complete ONE unit from this group.	Level	Guided learning hours
46	Preparing and operating wheeled loading shovels to excavate in the workplace	2	87
47	Preparing and operating skid steer loaders to excavate in the workplace	2	67
53	Preparing and operating suction and vacuum excavators to excavate in the workplace	2	167

Pathway 13: Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (Sweeping, Cleaning, Clearing)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	3
Total Qualification Time for this pathway	180
Guided Learning Hours for this pathway	75

Unit number	Group O – Mandatory unit for Pathway 13 Learners must complete the unit from this group.	Level	Guided learning hours
48*	Preparing and operating plant or machinery to sweep, clean or clear in the workplace	2	58

Pathway 14: Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (Operations Guide)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	3
Total Qualification Time for this pathway	230
Guided Learning Hours for this pathway	77

Unit number	Group P – Mandatory unit for Pathway 14 Learners must complete the unit from this group.	Level	Guided learning hours
49	Controlling, directing and guiding the operation of plant or machinery in the workplace	2	60

Unit number	Group Q – Additional unit for Pathway 14 This non-compulsory unit will not count towards the minimum number of units required for the qualification.	Level	Guided learning hours
50*	Setting out secondary dimensional work control in the workplace	2	23

Pathway 15: Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction) (Movement Guide)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	3
Total Qualification Time for this pathway	170
Guided Learning Hours for this pathway	57

Unit number	Group R – Mandatory unit for Pathway 15 Learners must complete the unit from this group.	Level	Guided learning hours
41*	Preparing to and directing and guiding the movement of vehicles, plant or machinery in the workplace	2	40

Unit number	Group S – Additional units for all Pathways These non-compulsory units will not count towards the minimum number of units required for the qualification.	Level	Guided learning hours
51	Moving, Handling and Storing Resources in the Workplace	2	17
43*	Operating plant or machinery for non-operational activities in the workplace	2	33

*Unit endorsements for Pearson Edexcel Level 2 NVQ Certificate in Plant Operations (Construction)

Unit	Endorsement
3	One of the following endorsements required: <ul style="list-style-type: none"> • Compact crane – static stabilisers • Compact crane – mobile industrial • Compact crane – luffing static • Compact crane – 360° pick and carry
4	The following endorsements required: Tower crane trolley jib – remote controlled

Unit	Endorsement
7	One of the following endorsements required: <ul style="list-style-type: none"> • Hoist rack and pinion goods • Hoist passenger/goods combined • Hoist rope operated goods • Hoist transport platform
8	One of the following endorsements required: <ul style="list-style-type: none"> • Knuckle boom • Lorry loader hook • Lorry loader clamshell bucket • Lorry loader hydraulic clamp
15	One of the following endorsements required: <ul style="list-style-type: none"> • Telescopic handler industrial telescopic • Telescopic handler up to 9 metres • Telescopic handler all sizes • Telescopic handler all sizes excluding 360° • Telescopic handler all sizes including 360°
21	One of the following endorsements required: <ul style="list-style-type: none"> • Forward tipping dumper wheeled • Forward tipping dumper tracked
22	One of the following endorsements required: <ul style="list-style-type: none"> • Dump truck – articulated chassis up to 15 tonne • Dump truck – articulated chassis all sizes • Dump truck – rigid chassis up to 15 tonne • Dump truck – rigid chassis up to 50 tonne • Dump truck – rigid chassis all sizes wheeled • Dump truck – rigid chassis tracked
29	One of the following endorsements required: <ul style="list-style-type: none"> • Mobile elevated working platform boom vehicle mounted • Mobile elevated working platform boom self-propelled

Unit	Endorsement
40	<p>Two of the following endorsements required:</p> <ul style="list-style-type: none"> • Drive and operate • Direct and guide movement • Direct and guide operations • Slinger/signaller • Raised loads • Plus one or more of the following endorsements required: • Loader/securer Slinger Signaller non STGO, non LGV • Loader/securer Slinger Signaller non STGO, LGV • Loader/securer Slinger Signaller STGO • Loader/securer movement guide marshaller non STGO, non LGV • Loader/securer movement guide marshaller non STGO, LGV • Loader/securer movement guide marshaller STGO • Loader/securer plant driver non STGO, non LGV • Loader/securer plant driver non STGO, LGV • Loader/securer plant driver STGO
41	<p>One of the following endorsements required:</p> <ul style="list-style-type: none"> • Movement guide marshaller • Loader/securer
42	<p>The following endorsement required (i.e. own area of work):</p> <p>Slinger signaller – loader securer only</p>
43	<p>Two of the following endorsements required:</p> <ul style="list-style-type: none"> • Hand-operated power tools • Static machinery • Pedestrian controlled power equipment • Tracked plant • Wheeled plant • Rollers
44	<p>One of the following endorsements required:</p> <ul style="list-style-type: none"> • Road rail – forward tipping dumper

Unit	Endorsement
	<ul style="list-style-type: none"> • Road rail – MEWP scissor • Road rail – MEWP boom • Road rail – crawler tractor/dozer • Road rail – knuckle boom crane • Road rail – dump truck – articulated chassis • Road rail – dump truck – rigid chassis • Road rail – excavator 360o wheeled • Road rail – excavator 360o tracked • Road rail – excavator crane • Road rail – crane • Road rail – rough terrain forklift truck • Road rail – telescopic handler • Road rail – agricultural tractor
45	<p>One of the following endorsements required:</p> <ul style="list-style-type: none"> • Rail thimble • Rail flail • Rail ballast brush • Rail ballast/material movement vacuum unit • Rail hydraulic rail beam • Rail hydraulic sleeper grab • Rail trailer • Rail tamper • Rail vacuum lifter • Rail grapple/log grab • Auger • Sweeper • Pecker/hammer • Mower • Grab • Roller • Mobile work platform

Unit	Endorsement
	<ul style="list-style-type: none"> • Fork • Lifthook • Bucket • Lifting jib • Crusher
48	<p>One of the following endorsements required:</p> <ul style="list-style-type: none"> • Road sweeper • Pavement sweeper • Self-propelled sweeper • Pedestrian controlled sweeper • Gully cleaner • Gully sucker • Pedestrian controlled cleaner • Plus two of the following: • Tipping of lifted materials • Scrub clean • Hose clean, wet sweep • Pressure wash clean • Empty or clear by suction • Blow clear
50	<p>Three or more of the following endorsements required:</p> <ul style="list-style-type: none"> • Lines • Levels • Depths • Areas • Heights • Angles

5 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs. So that they can develop and demonstrate the occupational competence required, learners must be in employment or working with a training provider on a programme.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our *Collaborative and Consortium Arrangements for the Delivery of Vocational Qualifications Policy* document is available on our website.

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support includes:

- giving potential learners initial advice and guidance, including work tasters, to give them an insight into the relevant industry and the learning programme
- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs
- carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction should include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process. It is good practice to involve employers in the induction process. This helps them to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme
- keeping in regular contact with the learner to keep them engaged and motivated, and ensuring that there are open lines of communication between the learner, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of the employer and learner through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios
- planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craft skills and business-like attitude. It is therefore important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practise their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning
- developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and which indicates how and when the units will be assessed
- discussing and agreeing with learners and employers suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement includes:

- communicating with employers at the start of the programme to understand their business contexts and requirements so that the programme can be tailored to meet their needs
- working with employers to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and who can act as a contact for the assessor/tutor
- helping employers to better understand their role in the delivery of the programme. It is important that employers understand that learners must be given sufficient and relevant work in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements given below are in place before offering the qualification.

General resource requirements

- Centres must have the appropriate physical resources to support delivery and assessment of the qualifications. For example, a workplace in line with industry standards or a Realistic Working Environment (RWE) (where permitted, as specified in the assessment strategy for the sector), equipment, IT, learning materials, teaching rooms.
- Where RWE is permitted, it must offer 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 human and physical resource requirements outlined in the assessment strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.
- Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work as well as the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the document *Centre Guide to Quality Assurance Pearson NVQ/SVQ and Competence-based Qualifications*. Additionally, centres offering the qualification as stand-alone should refer to the document *Delivery Guidance and Quality Assurance Requirements for NVQ/SVQ and Competence-based Qualifications*. Centres offering the qualification within BTEC Apprenticeship frameworks should refer to the document *Quality Assurance Handbook BTEC Apprenticeship*. All three documents are available on our website, qualifications.pearson.com
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7 Access and recruitment*. For full details on the Equality Act 2010, visit www.legislation.gov.uk

7 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification so that they can be sure that it meets their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's *Equality and Diversity Policy* document requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information regarding reasonable adjustments and special consideration in *Section 8 Assessment*.

8 Assessment

To achieve a pass for this qualification, the learner must achieve all the units required in the stated qualification structure.

Language of assessment

Assessments for the units in this qualification are in English only.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of Languages in Qualifications Policy* document, available on our website at: qualifications.pearson.com

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) *Access Arrangements and Reasonable Adjustments*. The document is available on our website, qualifications.pearson.com

Internal assessment

The units in this qualification are assessed through an internally- and externally quality-assured Portfolio of Evidence, made up of evidence gathered during the course of the learner's work.

Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

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

There must be workplace evidence against each learning outcome and assessment criterion. Where the workplace evidence does not cover the whole scope/range, knowledge evidence must be provided to cover the remaining items of scope/range for each relevant learning outcome and assessment criterion. Please refer to page 37 for further information on the assessment of knowledge and understanding.

The learner must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria for the unit and learning outcomes:

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

Learners can 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 programme. The evidence provided must meet the assessment requirements for the qualification
- the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit's assessment criteria through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of the claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification

Further guidance is available in our *Recognition of Prior Learning Policy and Process* document, available on our website, qualifications.pearson.com

- a combination of the above.

Assessment requirements

The assessment strategy for the qualification is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualification remains valid and reliable. It has been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities.

The assessment strategy for the qualification is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualification remains valid and reliable.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (please see *Section 10 Quality assurance*) and the requirements of the assessment strategy given in *Annexe A*.

In line with the assessment strategy, evidence for internally-assessed units can take a variety of forms as indicated below:

- 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 (S) – where specified as acceptable in a unit. Please refer to the guidance for the use of simulation in *Annexe A* (Appendix C)
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Taken as a whole, the evidence must show that the candidate consistently meets all the learning outcomes and assessment criteria across the scope/range within each unit.

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units.

It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must clearly reference the unit assessed. Evidence must be available to the Assessor, the Internal Verifier and the Pearson Standards Verifier.

Any specific evidence requirements for a unit are given in the *Unit assessment requirements* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website. Please see *Section 12 Further information and useful publications* for details.

Assessment of knowledge and understanding

Knowledge and understanding are key components of competent performance, but it is unlikely that performance evidence alone will provide sufficient evidence for knowledge-based learning outcomes and assessment criteria. Where the learner's knowledge and understanding is not apparent from performance evidence, it must be assessed through other valid methods and be supported by suitable evidence. The evidence provided to meet these learning outcomes and assessment criteria must be in line with ConstructionSkills assessment strategy.

In line with ConstructionSkills assessment strategy, knowledge evidence may be established from questioning the candidate, or from industry recognised industry education and training programme assessment, or professional interview assessment, that has been matched to the requirements of the National Occupational Standards. Such assessments should also have their own independent external assessment, moderation or verification.

Any specific assessment requirements are stated in the *Unit assessment requirements* section of each unit in *Section 11 Units*.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in our *Enquiries and Appeals about Pearson Vocational Qualifications Policy* document, available on our website.

Dealing with malpractice

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details on malpractice and advice on preventing malpractice by learners please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives more information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/exams-office/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/principals/chief executive officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see 6.15 of the Joint Council for Qualifications (JCQ) document *Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals about Pearson Vocational Qualifications Policy* document, available on our website, qualifications.pearson.com. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via pqsmalpractice@pearson.com) who will inform you of the next steps.

Reasonable adjustments to assessment

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. In most instances, adjustments can be achieved by following the guidance; for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements and Reasonable Adjustments*.

Both documents are on our website, qualifications.pearson.com

Special consideration

Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements and Reasonable Adjustments*.

Both of the documents mentioned above are on our website.

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson competence-based qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson vocational qualifications is available on our website, qualifications.pearson.com

Approvals agreement

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

10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering competence-based qualifications will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits will reflect the centre's performance, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers.

In order for certification to be released, confirmation is required that the Occupational Standards for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the document *Centre Guide to Quality Assurance Pearson NVQ/SVQ and Competence-based Qualifications*.

Additionally, centres should also refer to the document *Delivery Guidance and Quality Assurance Requirements for NVQ/SVQ and Competence-based Qualifications*.

The documents mentioned above are available on our website, qualifications.pearson.com

11 Units

Unit format

Each unit has the following sections.

Unit number

The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for an individual qualification.

Unit title

This is the formal title of the unit and it will appear on the learner's certificate.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Unit type

This says if the unit is mandatory or optional for the qualification. See information in *Section 4 Qualification structure* for full details.

Guided Learning Hours (GLH)

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities, for example lectures, tutorials, online instruction, supervised study, that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners.

Pearson has consulted with users of the qualification and has assigned a number of hours to this activity for each unit.

Unit summary

This summarises the purpose of the unit and the learning the unit offers.

Unit assessment requirements

This outlines the requirements for the assessment of the unit. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The learning outcomes set out what a learner will know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.

Unit 1: Conforming to general health, safety and welfare in the workplace

Level: 1

Unit type: Mandatory

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 in the relevant sector of the industry.

Unit assessment requirements

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

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

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.7	State the appropriate types of fire extinguishers relevant to the work.			
		3.8	State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.			
4	Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area	4.1	Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.			
		4.2	State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: <ul style="list-style-type: none"> - recognising when to stop work in the face of serious and imminent danger to self and/or others - contributing to discussions and providing feedback - reporting changed circumstances and incidents in the workplace - complying with the environmental requirements of the workplace. 			
		4.3	Give examples of how the behaviour and actions of individuals could affect others within the workplace.			
5	Comply with and support all organisational security	5.1	Provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> - during the working day - on completion of the day's work 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	arrangements and approved procedures		<ul style="list-style-type: none"> - for unauthorised personnel (other operatives and the general public) - for theft. 			
		5.2	State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Conforming to productive working practices in the workplace

Level:	2
Unit type:	Mandatory
Guided learning hours:	10

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 in the relevant sector of the industry.

Unit assessment requirements

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - organising the work sequence - reducing carbon emissions. 			
		2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment.			
3	Maintain relevant records in accordance with the organisational procedures	3.1 Complete relevant documentation according to the occupation as required by the organisation.			
		3.2 Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> - job cards - worksheets - material/resource lists - time sheets. 			
		3.3 Explain the reasons for ensuring documentation is completed clearly and within given timescales.			
4	Maintain good working relationships when conforming to productive working practices	4.1 Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships.			
		4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		4.3 Describe how to maintain good working relationships, in relation to: <ul style="list-style-type: none"> - individuals - customer and operative - operative and line management - own and other occupations. 			
		4.4 Describe why it is important to work effectively with line management, colleagues and customers.			
		4.5 Describe how working relationships could have an effect on productive working.			
		4.6 Describe how to apply principles of equality and diversity when communicating and working with others.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Preparing and operating compact cranes to lift and transfer loads in the workplace

Level: 2

Unit type: Optional

Guided learning hours: 100

Unit summary

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

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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 the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of compact cranes to lift, transfer and place loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of compact cranes to lift and transfer loads. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which lifting operations using compact cranes are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during lifting operations with compact cranes.			
3	Know how to comply with relevant legislation and official guidance when lifting and transferring loads using compact cranes	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> - 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out lifting operations using compact cranes	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during lifting operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out lifting operations using compact cranes in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – safe use and storage of lifting accessories – specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to compact crane use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using compact cranes	5.1	Request and select resources associated with compact cranes in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and lifting accessories - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and method of work.			
		5.6	Describe how to identify weight, bearing, pressure, quantity, length and area associated with the			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			method/procedures to carry out lifting operations with compact cranes.			
6	Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to lift, transfer and place loads using compact cranes to the required specification	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using compact cranes: <ul style="list-style-type: none"> - checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, set up and operate compact cranes to lift, transfer and place a variety of loads to given working instructions.			
		8.4	Shut down and secure compact cranes.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the crane for the lifting and transferring operation - identify valid certification for maintenance, inspection and thorough examination - lift and transfer people - carry out function checks for lifting and transferring loads - prepare, set up and reconfigure for various loads and locations 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify characteristics, type, weight and position of loads for lifting and transferring 			
	8.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - secure and balance loads for lifting - lift, remove and transfer loads - position, place and set down loads - confirm load stability, security and release - attach and remove guide ropes and aids - be on the public highway - shut down and secure the crane - use hand tools and ancillary equipment - use, handle and store lifting accessories. 			
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.			
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Preparing and operating remote controlled tower cranes to lift and transfer loads in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	100

Unit summary

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

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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 the endorsements detailed within the relevant NVQ structure. Please refer to the NVQ structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of remote controlled tower cranes to lift, transfer and place loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of remote control tower cranes to lift and transfer loads. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which lifting operations using remote controlled tower cranes are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during lifting operations with remote controlled tower cranes.			
3	Know how to comply with relevant legislation and official guidance when lifting and transferring loads using remote controlled tower cranes	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> - 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out lifting operations using remote controlled tower cranes	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during lifting operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out lifting operations using remote controlled tower cranes in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use and storage of tools and equipment - safe use and storage of lifting accessories - specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to remote controlled tower crane use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using remote controlled tower cranes	5.1	Request and select resources associated with remote controlled tower cranes in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and lifting accessories - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and method of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out lifting operations with remote controlled tower cranes.			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to lift, transfer and place loads using remote controlled tower cranes to the required specification	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using remote controlled tower cranes: <ul style="list-style-type: none"> – checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, set up and operate remote controlled tower cranes to lift, transfer and place a variety of loads to given working instructions.			
		8.4	Shut down and secure remote controlled tower cranes.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – identify the characteristics of the crane for the lifting and transferring operation – identify valid certification for maintenance, inspection and thorough examination – lift and transfer people – carry out function checks for lifting and transferring loads – prepare, set up and reconfigure for various loads and locations 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify characteristics, type, weight and position of loads for lifting and transferring - recognise and determine when specific skills and knowledge are required and report accordingly - secure and balance loads for lifting - lift, remove and transfer loads - position, place and set down loads - confirm load stability, security and release - attach and remove guide ropes and aids - be on the public highway - shut down and secure the crane - use hand tools and ancillary equipment - use, handle and store lifting accessories. 			
		8.6 Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.			
		8.7 Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Preparing and operating overhead cranes to lift and transfer loads in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	60

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 in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of overhead cranes to lift, transfer and place loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of overhead cranes to lift and transfer loads. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which lifting operations using overhead cranes are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during lifting operations with overhead cranes.			
3	Know how to comply with relevant legislation and official guidance when lifting and transferring loads using overhead cranes	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out lifting operations using overhead cranes	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during lifting operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out lifting operations using overhead cranes in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use and storage of tools and equipment - safe use and storage of lifting accessories - specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to overhead crane use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using overhead cranes	5.1	Request and select resources associated with overhead cranes in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and lifting accessories - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and method of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out lifting operations with overhead cranes.			

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

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"> - checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, set up and operate overhead cranes to lift, transfer and place a variety of loads to given working instructions.			
		8.4	Shut down and secure overhead cranes.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the crane for the lifting and transferring operation - identify valid certification for maintenance, inspection and thorough examination - lift and transfer people - carry out function checks for lifting and transferring loads - prepare, set up and reconfigure for various loads and locations 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify characteristics, type, weight and position of loads for lifting and transferring - recognise and determine when specific skills and knowledge are required and report accordingly - secure and balance loads for lifting - lift, remove and transfer loads - position, place and set down loads - confirm load stability, security and release - attach and remove guide ropes and aids - be on the public highway - shut down and secure the crane - use hand tools and ancillary equipment - use, handle and store lifting accessories. 			
		8.6 Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.			
		8.7 Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Preparing and operating excavator cranes to lift and transfer loads in the workplace

Level: 2

Unit type: Optional

Guided learning hours: 100

Unit summary

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

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of excavator cranes to lift, transfer and place loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of excavator cranes to lift and transfer loads. 			
2	Organise with others the sequence and operation in	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	which lifting operations using excavator cranes are to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during lifting operations with excavator cranes.			
3	Know how to comply with relevant legislation and official guidance when lifting and transferring loads using excavator cranes	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
4	Maintain safe and healthy working practices when preparing for and carrying	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during lifting operations.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
out lifting operations using excavator cranes.	4.2	<p>Demonstrate compliance with given information and relevant legislation when carrying out lifting operations using excavator cranes in relation to two or more of the following:</p> <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use and storage of tools and equipment - safe use and storage of lifting accessories - specific risks to health. 			
	4.3	<p>Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to excavator crane use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 			
	4.4	<p>Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.</p>			
	4.5	<p>Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.</p>			

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 lifting operations using excavator cranes	5.1	Request and select resources associated with excavator cranes in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and lifting accessories - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and method of work.			
		5.6	Describe how to identify weight, pressure, quantity, length and area associated with the method/procedures to carry out lifting operations with excavator cranes.			
6	Minimise the risk of damage to the work and	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	surrounding area when preparing to and lifting and transferring loads	6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			

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"> – checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, set up and operate excavator cranes to lift, transfer and place a variety of loads and/or materials to given working instructions.			
		8.4	Shut down and secure excavator cranes.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – identify the characteristics of the crane for the lifting and transferring operation – identify valid certification for maintenance, inspection and thorough examination – lift and transfer people – carry out function checks for lifting and transferring loads – prepare, set up and reconfigure for various loads and locations 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify characteristics, type, weight and position of loads for lifting and transferring 			
	8.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - secure and balance loads for lifting - lift, remove and transfer loads - position, place and set down loads - confirm load stability, security and release - attach and remove guide ropes and aids - be on the public highway - shut down and secure the crane - use hand tools and ancillary equipment - use, handle and store lifting accessories. 			
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.			
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Preparing and operating hoists to lift and transfer loads in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	40

Unit summary

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

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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 the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of hoists to lift and transfer loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of hoists to lift and transfer loads. 			
2	Organise with others the sequence and operation in	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	which lifting and transferring operations using hoist are to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during hoist operations.			
3	Know how to comply with relevant legislation and official guidance when lifting and transferring loads using hoists	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
4	Maintain safe and healthy working practices when preparing	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during hoist operations.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
for and carrying out lifting and transferring operations using hoists	4.2	Demonstrate compliance with given information and relevant legislation when carrying out hoist operations in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – safe use and storage of lifting accessories – specific risks to health. 				
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to hoist use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 				
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.				
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.				

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 lifting and transferring operations using hoists	5.1	Request and select resources associated with hoists in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and lifting accessories - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and method of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out lifting and transferring operations with hoists.			
6	Minimise the risk of damage to the work and surrounding area	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	when preparing to and lifting and transferring loads	6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			
8	Comply with the given contract information to lift and transfer loads using	8.1	Demonstrate the following work skills when preparing for, lifting and transferring loads using hoists: <ul style="list-style-type: none"> - checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	hoists to the required specification	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, set up and operate hoists to lift and transfer a variety of loads and personnel (where applicable), at various levels or heights, to given working instructions.			
		8.4	Shut down and secure hoists.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the hoist for the lifting operation - identify valid certification for maintenance, inspection and thorough examination - lift and transfer people - carry out function checks for lifting and transferring loads - prepare, set up and reconfigure for various loads and locations - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area 			
		8.6	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - identify characteristics, type, weight and position of loads for lifting and transferring - recognise and determine when specific skills and knowledge are required and report accordingly - secure and balance loads for lifting - lift and transfer loads - position, place and set down loads - confirm load stability, security and release - attach and remove guide ropes and aids - be on the public highway - shut down and isolate the hoist - use hand tools and ancillary equipment - use, handle and store lifting accessories. 			
		8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.			
		8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Preparing and operating lorry loaders or knuckle booms to lift and transfer loads in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	100

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 booms to lift and transfer loads in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of lorry loaders/knuckle booms to lift, transfer and place loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of lorry loaders/knuckle boom to lift and transfer loads. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which lifting operations using lorry loaders/knuckle booms are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during lifting operations with lorry loaders/knuckle boom.			
3	Know how to comply with relevant legislation and official guidance when lifting and transferring loads using lorry loaders/knuckle booms	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> - 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out lifting operations using lorry loaders/knuckle booms	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during lifting operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out lifting operations using lorry loaders/knuckle booms in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – safe use and storage of lifting accessories – specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to lorry loader/knuckle boom use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using lorry loaders/knuckle booms	5.1	Request and select resources associated with lorry loaders/knuckle booms in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and lifting accessories - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and method of work.			
		5.6	Describe how to identify weight, bearing, pressure, quantity, length and area associated with the			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			method/procedures to carry out lifting operations with lorry loaders/knuckle booms.			
6	Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1	Demonstrate completion of the work within the allocated time.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme. 			
8	Comply with the given contract information to lift, transfer and place loads using lorry loaders/knuckle booms to the required specification	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using lorry loaders/knuckle booms: <ul style="list-style-type: none"> – checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, set up and operate lorry loaders/knuckle booms to lift, transfer and place a variety of loads to given working instructions.			
		8.4	Shut down and secure lorry loaders/knuckle booms.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – identify the characteristics of the lorry loader/knuckle boom for the lifting and transferring operation 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> - identify valid certification for maintenance, inspection and thorough examination - lift and transfer people - carry out function checks for lifting and transferring loads - prepare, set up and reconfigure for various loads and locations - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify characteristics, type, weight and position of loads for lifting and transferring 			
	<p>8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - secure and balance loads for lifting - lift, remove and transfer loads - position, place and set down loads - confirm load stability, security and release - attach and remove guide ropes and aids - be on the public highway - shut down and secure the lorry loader/knuckle boom - use hand tools and ancillary equipment - use, handle and store lifting accessories. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.			
		8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: Preparing and operating skip handlers to lift and transfer loads in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	60

Unit summary

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

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of skip handlers to lift, transfer and place loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of skip handlers to lift and transfer loads. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which lifting operations using skip handlers are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during lifting operations with skip handlers.			
3	Know how to comply with relevant legislation and official guidance when lifting and transferring loads using skip handlers	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> - 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out lifting operations using skip handlers	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during lifting operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out lifting operations using skip handlers in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use and storage of tools and equipment - safe use and storage of lifting accessories - specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to skip handler use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using skip handlers	5.1	Request and select resources associated with skip handlers in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and lifting accessories - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and method of work.			
		5.6	Describe how to identify weight, pressure, quantity, length and area associated with the method/procedures to carry out lifting operations with skip handlers.			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to lift, transfer and place loads using skip handlers to the required specification	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using skip handlers: <ul style="list-style-type: none"> - checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, set up and operate skip handlers to lift, transfer and place a variety of loads to given working instructions.			
		8.4	Shut down and secure skip handlers.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the skip handler for the lifting and transferring operation - identify valid certification for maintenance, inspection and thorough examination - lift and transfer people - carry out function checks for lifting and transferring loads - prepare, set up and reconfigure for various loads and locations 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify characteristics, type, weight and position of loads for lifting and transferring 			
	8.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - secure and balance loads for lifting - lift, remove and transfer loads - position, place and set down loads - confirm load stability, security and release - attach and remove guide ropes and aids - be on the public highway - shut down and secure the skip handler - use hand tools and ancillary equipment - use, handle and store lifting accessories. 			
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.			
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10:	Preparing and operating container handlers to lift and transfer loads in the workplace
Level:	2
Unit type:	Optional
Guided learning hours:	60

Unit summary

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

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of container handlers to lift, transfer and place loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of container handlers to lift and transfer loads. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which lifting operations using container handlers are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during lifting operations with container handlers.			
3	Know how to comply with relevant legislation and official guidance when lifting and transferring loads using container handlers	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out lifting operations using container handlers	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during lifting operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out lifting operations using container handlers in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use and storage of tools and equipment - safe use and storage of lifting accessories - specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to container handler use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using container handlers	5.1	Request and select resources associated with container handlers in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and lifting accessories - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and method of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out lifting operations with container handlers.			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to lift, transfer and place loads using container handlers to the required specification	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using container handlers: <ul style="list-style-type: none"> - checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, set up and operate container handlers to lift, transfer and place a variety of loads to given working instructions.			
		8.4.	Shut down and secure container handlers.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the container handler for the lifting and transferring operation - identify valid certification for maintenance, inspection and thorough examination - lift and transfer people - carry out function checks for lifting and transferring loads - prepare, set up and reconfigure for various loads and locations 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify characteristics, type, weight and position of loads for lifting and transferring - recognise and determine when specific skills and knowledge are required and report accordingly 			
	8.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - secure and balance loads for lifting - lift, remove and transfer loads - position, place and set down loads - confirm load stability, security and release - attach and remove guide ropes and aids - be on the public highway - shut down and secure the container handler - use hand tools and ancillary equipment - use, handle and store lifting accessories. 			
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.			
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Preparing and operating self-propelled modular transporters (SPMT) to lift and transfer loads in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	100

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 modular transporters (SPMT) to lift and transfer loads in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of SPMTs to lift, transfer and place loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of SPMTs to lift and transfer loads. 			
2	Organise with others the sequence and operation in	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	which lifting operations using SPMTs are to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during lifting operations with SPMTs.			
3	Know how to comply with relevant legislation and official guidance when lifting and transferring loads using SPMTs	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
4	Maintain safe and healthy working practices when preparing	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during lifting operations.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
for and carrying out lifting operations using SPMTs	4.2	Demonstrate compliance with given information and relevant legislation when carrying out lifting operations using SPMTs in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use and storage of tools and equipment - safe use and storage of lifting accessories - specific risks to health. 				
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to SPMT use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 				
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.				
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.				

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 lifting operations using SPMTs	5.1	Request and select resources associated with SPMTs in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and lifting accessories - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and method of work.			
		5.6	Describe how to identify weight, bearing, pressure, quantity, length and area associated with the method/procedures to carry out lifting operations with SPMTs.			
6	Minimise the risk of damage to the work and	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	surrounding area when preparing to and lifting and transferring loads	6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			
8	Comply with the given contract information to lift, transfer and place loads using	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using SPMTs: <ul style="list-style-type: none"> - checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	SPMTs to the required specification	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, set up and operate SPMTs to lift, transfer and place a variety of loads to given working instructions.			
		8.4	Shut down and secure SPMTs.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the SPMT for the lifting and transferring operation - identify valid certification for maintenance, inspection and thorough examination - lift and transfer people - carry out function checks for lifting and transferring loads - prepare, set up and reconfigure for various loads and locations - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify characteristics, type, weight and position of loads for lifting and transferring - recognise and determine when specific skills and knowledge are required and report accordingly 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - secure and balance loads for lifting - lift, remove and transfer loads - position, place and set down loads - confirm load stability, security and release - attach and remove guide ropes and aids - be on the public highway - shut down and secure the SPMT - use hand tools and ancillary equipment - use, handle and store lifting accessories. 			
		8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.			
		8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 12: Preparing and operating ergonomic manipulating machines to lift and transfer loads in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	40

Unit summary

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

Unit assessment requirements

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of ergonomic manipulating machines to lift, transfer and place loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of ergonomic manipulating machines to lift and transfer loads. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which lifting operations using ergonomic manipulating machines are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during lifting operations with ergonomic manipulating machines.			
3	Know how to comply with relevant legislation and official guidance when lifting and transferring loads using ergonomic manipulating machines	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> - 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out lifting operations using ergonomic manipulating machines	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements during lifting operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out lifting operations using ergonomic manipulating machines in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – safe use and storage of lifting accessories – specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to ergonomic manipulating machine use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using ergonomic manipulating machines	5.1	Request and select resources associated with ergonomic manipulating machines in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and lifting accessories - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out lifting operations with ergonomic manipulating machines.			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to lift, transfer and place loads using ergonomic manipulating machines to the required specification	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using ergonomic manipulating machines: <ul style="list-style-type: none"> - checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, set up and operate ergonomic manipulating machines to lift, transfer and place a variety of loads to given working instructions.			
		8.4	Shut down and secure ergonomic manipulating machines.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the ergonomic manipulating machine for the lifting and transferring operation - identify valid certification for maintenance, inspection and thorough examination - lift and transfer people - carry out function checks for lifting and transferring loads 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> - prepare, set up and reconfigure for various loads and locations - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify characteristics, type, weight and position of loads for lifting and transferring 			
	<p>8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - secure and balance loads for lifting - lift, remove and transfer loads - position, place and set down loads - confirm load stability, security and release - attach and remove guide ropes and aids - be on the public highway - shut down and secure the ergonomic manipulating machine - use hand tools and ancillary equipment - use, handle and store lifting accessories. 			
	<p>8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 13: Preparing and operating rough terrain masted forklifts to lift and transfer loads in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	60

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 in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of rough terrain masted forklifts to lift, transfer and place loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of rough terrain masted forklifts to lift and transfer loads. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which rough terrain masted forklift operations are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during forklift operations.			
3	Know how to comply with relevant legislation and official guidance when lifting and transferring loads with rough terrain masted forklifts	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out forklift operations with rough terrain masted forklifts	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during forklift operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out forklift operations using rough terrain masted forklifts in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use and storage of tools and equipment - safe use and storage of lifting accessories - specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to rough terrain masted forklift use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out forklift operations using rough terrain masted forklifts	5.1	Request and select resources associated with rough terrain masted forklifts in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and lifting accessories - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and method of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out forklift operations with 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 preparing to and lifting and transferring loads	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to lift, transfer and place loads using rough terrain masted forklifts to the required specification	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using rough terrain masted forklifts: <ul style="list-style-type: none"> - checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare and operate rough terrain masted forklifts to lift, transfer and place a variety of loads to given working instructions.			
		8.4	Shut down and secure rough terrain masted forklifts.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the machine for the forklift operation - identify valid certification for maintenance, inspection and thorough examination - lift and transfer people - carry out function checks for lifting and transferring loads - prepare, set up and reconfigure for various loads and locations 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify characteristics, type, weight and position of loads for lifting and transferring 			
	8.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - secure and balance loads for lifting - lift, remove and transfer loads - position, place and set down loads - confirm load stability, security and release - attach and remove guide ropes and aids - be on the public highway - shut down and secure the rough terrain masted forklift - use hand tools and ancillary equipment - use, handle and store lifting accessories. 			
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.			
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Preparing and operating industrial forklift trucks to lift and transfer loads in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	53

Unit summary

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

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of industrial forklift trucks to lift, transfer and place loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of industrial forklift trucks to lift and transfer loads. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which industrial forklift truck operations are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during forklift operations.			
3	Know how to comply with relevant legislation and official guidance when lifting and transferring loads with industrial forklift trucks	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out forklift operations with industrial forklift trucks	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during industrial forklift truck operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out forklift operations using industrial forklift trucks in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use and storage of tools and equipment - safe use and storage of lifting accessories - specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to industrial forklift truck use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out forklift operations with industrial forklift trucks	5.1	Request and select resources associated with industrial forklift trucks in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and lifting accessories - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and method of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to lift and transfer loads with industrial forklift trucks.			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to lift, transfer and place loads using industrial forklift trucks to the required specification	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads with industrial forklift trucks: <ul style="list-style-type: none"> - checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare and operate industrial forklift trucks to lift, transfer and place a variety of loads to given working instructions.			
		8.4	Shut down and secure industrial forklift trucks.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the machine for the forklift operation - identify valid certification for maintenance, inspection and thorough examination - lift and transfer people - carry out function checks for lifting and transferring loads - prepare, set up and reconfigure for various loads and locations 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify characteristics, type, weight and position of loads for lifting and transferring 			
	8.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - secure and balance loads for lifting - lift, remove and transfer loads - position, place and set down loads - confirm load stability, security and release - attach and remove guide ropes and aids - be on the public highway - shut down and secure the industrial forklift truck - use hand tools and ancillary equipment - use, handle and store lifting accessories. 			
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.			
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories 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 telescopic handlers to lift and transfer loads in the workplace

Level: 2

Unit type: Optional

Guided learning hours: 83

Unit summary

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

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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 the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of telescopic handlers to lift, transfer and place loads.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of telescopic handlers to lift and transfer loads. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which lifting operations using telescopic handlers are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during telescopic handler operations.			
3	Know how to comply with relevant legislation and official guidance when lifting and transferring loads using telescopic handlers	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> - 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out lifting operations using telescopic handlers	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during lifting operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out telescopic handler operations in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use and storage of tools and equipment - safe use and storage of lifting accessories - specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to telescopic handler use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out telescopic handler operations	5.1	Request and select resources associated with telescopic handlers in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and lifting accessories - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and method of work.			
		5.6	Describe how to identify weight, pressure, quantity, 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 preparing to and lifting and transferring loads	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			

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"> - checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, set up and operate telescopic handlers to lift, transfer and place a variety of loads to given working instructions.			
		8.4	Shut down and secure telescopic handlers.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the telescopic handler for the lifting and transferring operation - identify valid certification for maintenance, inspection and thorough examination - lift and transfer people - carry out function checks for lifting and transferring loads - prepare, set up and reconfigure for various loads and locations 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify characteristics, type, weight and position of loads for lifting and transferring 			
	8.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - secure and balance loads for lifting - lift, remove and transfer loads - position, place and set down loads - confirm load stability, security and release - attach and remove guide ropes and aids - be on the public highway - shut down and secure the telescopic handler - use hand tools and ancillary equipment - use, handle and store lifting accessories. 			
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.			
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories 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 reach trucks to lift and transfer loads in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	53

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 in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of reach trucks to lift, transfer and place loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of reach trucks to lift and transfer loads. 			
2	Organise with others the sequence and operation in	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	which reach truck operations are to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during reach truck operations.			
3	Know how to comply with relevant legislation and official guidance when lifting and transferring loads with reach trucks	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
4	Maintain safe and healthy working practices when preparing	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during reach truck operations.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
for and carrying out forklift operations with reach trucks	4.2	Demonstrate compliance with given information and relevant legislation when carrying out reach truck operations in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – safe use and storage of lifting accessories – specific risks to health. 				
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to reach truck use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 				
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.				
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.				

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 reach trucks	5.1	Request and select resources associated with reach trucks in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and lifting accessories - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and method of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry, lift and transfer loads using reach trucks.			
6	Minimise the risk of damage to the work and surrounding area	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	when preparing to and lifting and transferring loads	6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			
8	Comply with the given contract information to lift, transfer and place loads using	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using reach trucks: <ul style="list-style-type: none"> - checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	reach trucks to the required specification	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, set up and operate reach trucks to lift, transfer and place a variety of loads to given working instructions.			
		8.4	Shut down and secure reach trucks.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the reach truck for the forklift operation - identify valid certification for maintenance, inspection and thorough examination - lift and transfer people - carry out function checks for lifting and transferring loads - prepare, set up and reconfigure for various loads and locations - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify characteristics, type, weight and position of loads for lifting and transferring 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - secure and balance loads for lifting - lift, remove and transfer loads - position, place and set down loads - confirm load stability, security and release - attach and remove guide ropes and aids - be on the public highway - shut down and secure the reach truck - use hand tools and ancillary equipment - use, handle and store lifting accessories. 			
		<p>8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.</p>			
		<p>8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 17: Preparing and operating sideloader forklifts to lift and transfer loads in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	53

Unit summary

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

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of sideloader forklifts to lift, transfer and place loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of sideloader forklifts to lift and transfer loads. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which sideloader forklift operations are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during forklift operations.			
3	Know how to comply with relevant legislation and official guidance when lifting and transferring loads with sideloader forklifts	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> - 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out forklift operations with sideloader types	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during forklift operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out forklift operations with sideloader types in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use and storage of tools and equipment - safe use and storage of lifting accessories - specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to sideloader forklift use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out forklift operations with sideloader types	5.1	Request and select resources associated with sideloader forklifts in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and lifting accessories - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and method of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out forklift operations with sideloader types.			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
Comply with the given contract information to lift, transfer and place loads using sideloader forklifts to the required specification	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using sideloader forklifts: <ul style="list-style-type: none"> - checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down. 				
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.				
	8.3	Prepare and operate sideloader forklifts to lift, transfer and place a variety of loads to given working instructions.				
	8.4	Shut down and secure sideloader forklifts.				
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the machine for the forklift operation - identify valid certification for maintenance, inspection and thorough examination - lift and transfer people - carry out function checks for lifting and transferring loads - prepare, set up and reconfigure for various loads and locations 				

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify characteristics, type, weight and position of loads for lifting and transferring 			
	8.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - secure and balance loads for lifting - lift, remove and transfer loads - position, place and set down loads - confirm load stability, security and release - attach and remove guide ropes and aids - be on the public highway - shut down and secure the sideloader forklift - use hand tools and ancillary equipment - use, handle and store lifting accessories. 			
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.			
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 18: Preparing and operating wheeled loading shovels to extract loose materials in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	87

Unit summary

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

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of wheeled loading shovels for extracting operations	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of wheeled loading shovels for extraction work. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which extracting operations using wheeled loading shovels are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during extracting operations using wheeled loading shovels.			
3	Know how to comply with relevant legislation and official guidance when carrying out extracting operations using wheeled loading shovels	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> - 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out extracting operations using wheeled loading shovels	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during extracting operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out extracting operations using wheeled loading shovels in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to wheeled loading shovel use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out extracting operations using wheeled loading shovels	5.1	Request and select resources associated with wheeled loading shovels in relation to consumables, materials, attachments, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and extraction aids - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.6	Describe how to identify weight, pressure, quantity, length and area associated with the method/procedures to carry out extracting operations using wheeled loading shovels.			
6	Minimise the risk of damage to the work and surrounding area when preparing to and extracting materials	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and extracting materials	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> organisational procedures for reporting circumstances which will affect the work programme. 			
8	Comply with the given contract information to extract materials using wheeled loading shovels to the required specification	8.1	Demonstrate the following work skills when preparing for and extracting loose materials using wheeled loading shovels: <ul style="list-style-type: none"> checking, adjusting, communicating, manoeuvring, positioning, extracting, forming, removing and loading. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, position, set up and operate wheeled loading shovels to given working instructions to: <ul style="list-style-type: none"> extract loose materials load and/or stockpile loose materials. 			
		8.4	Shut down and secure wheeled loading shovels.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> identify the characteristics of the wheeled loading shovel used for the extraction operation carry out function checks for the extraction operation prepare, set up and adjust for operational requirements identify the area to be extracted 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify geological, environmental and material changes and report 			
	8.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - check to avoid damage to structures and utilities service apparatus - recognise and determine when specific skills and knowledge are required and report accordingly - extract, remove and load materials safely and securely - form stockpiles - be on the public highway - shut down and secure the wheeled loading shovel - use hand tools, ancillary equipment and accessories. 			
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out extracting operations.			
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to extract materials.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 19: Preparing and operating skid steer loaders to extract loose materials in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	67

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 in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of skid steer loaders for extracting operations	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of skid steer loaders for extraction work. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which extracting operations using skid steer loaders are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during extracting operations using skid steer loaders.			
3	Know how to comply with relevant legislation and official guidance when carrying out extracting operations using skid steer loaders	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> - 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4.	Maintain safe and healthy working practices when preparing for and carrying out extracting operations using skid steer loaders	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during extracting operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out extracting operations using skid steer loaders in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use and storage of tools and equipment - specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to skid steer loader use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out extracting operations using skid steer loaders	5.1	Request and select resources associated with skid steer loaders in relation to consumables, materials, attachments, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and extraction aids - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out extracting operations using skid steer loaders.			
6	Minimise the risk of damage to the work and surrounding area when preparing to and extracting materials	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and extracting materials	7.1	Demonstrate completion of the work within the allocated time.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme. 			
8	Comply with the given contract information to 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"> – checking, adjusting, communicating, manoeuvring, positioning, extracting, forming, removing and loading. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, position, set up and operate skid steer loaders to given working instructions <ul style="list-style-type: none"> – extract loose materials – load and/or stockpile loose materials. 			
		8.4	Shut down and secure skid steer loaders.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – identify the characteristics of the skid steer loader used for the extraction operation – carry out function checks for the extraction operation 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - prepare, set up and adjust for operational requirements - identify the area to be extracted - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify geological, environmental and material changes and report 			
		<p>8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - check to avoid damage to structures and utilities service apparatus - recognise and determine when specific skills and knowledge are required and report accordingly - extract, remove and load materials safely and securely - form stockpiles - be on the public highway - shut down and secure the skid steer loader - use hand tools, ancillary equipment and accessories. 			
		<p>8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out extracting operations.</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to extract materials.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 20: Preparing and operating loader compressors to extract loose materials in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	53

Unit summary

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

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of loader compressors for extracting operations	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of loader compressors for extraction work. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which extracting operations using loader compressors are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during extracting operations using loader compressors.			
3	Know how to comply with relevant legislation and official guidance when carrying out extracting operations using loader compressors	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out extracting operations using loader compressors	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during extracting operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out extracting operations using loader compressors in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to loader compressor use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out extracting operations using loader compressors	5.1	Request and select resources associated with loader compressors in relation to consumables, materials, attachments, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and extraction aids - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out extracting operations using loader compressors.			
6	Minimise the risk of damage to the work and surrounding area when preparing to and extracting materials	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and extracting materials	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> organisational procedures for reporting circumstances which will affect the work programme. 			
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"> checking, adjusting, communicating, manoeuvring, positioning, extracting, forming, removing and loading. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, position, set up and operate loader compressors to given working instructions <ul style="list-style-type: none"> extract loose materials load and/or stockpile loose materials. 			
		8.4	Shut down and secure loader compressors.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> identify the characteristics of the loader compressors used for the extraction operation carry out function checks for the extraction operation prepare, set up and adjust for operational requirements identify the area to be extracted 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify geological, environmental and material changes and report 			
	8.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - check to avoid damage to structures and utilities service apparatus - recognise and determine when specific skills and knowledge are required and report accordingly - extract, remove and load materials and commodities safely and securely - form stockpiles - be on the public highway - shut down and secure loader compressors - use hand tools, ancillary equipment and accessories. 			
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out extracting operations.			
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to extract materials.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 21: Preparing and operating forward tipping dumpers to receive, transport and discharge materials in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	53

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating forward tipping dumpers to receive, transport and discharge materials in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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 the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	which transporting and discharging operations using forward tipping dumpers are to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during transporting and discharging operations.			
3	Know how to comply with relevant legislation and official guidance when carrying out transporting and discharging operations using forward tipping dumpers	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out transporting and discharging operations using forward tipping dumpers	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during transporting and discharging operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out transporting and discharging operations using forward tipping dumpers in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to forward tipping dumper use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out transporting and discharging operations using forward tipping dumpers	5.1	Request and select resources associated with forward tipping dumpers in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and load coverings - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, quantity, pressure, length and area associated with the method/procedures to carry out transporting and discharging operations.			

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

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 materials using forward tipping dumpers: <ul style="list-style-type: none"> – checking, adjusting, communicating, manoeuvring, positioning, receiving, depositing, transporting, discharging and cleaning. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare to, position, set up and operate forward tipping dumpers to receive, transport and discharge loads to given working instructions.			
		8.4	Shut down and secure forward tipping dumpers.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – identify the characteristics of the forward tipping dumpers used for transporting and discharging work – carry out function checks to receive, transport and discharge loads – identify characteristics, type and volume of loads to receive and transport – prepare, set up and adjust for operational requirements 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - recognise and determine when specific skills and knowledge are required and report accordingly 			
	8.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - identify the area for discharging - check to avoid damage to structures and utilities service apparatus - receive, transport and discharge materials safely and securely - be on the public highway - shut down and secure the forward tipping dumper - use hand tools, ancillary equipment and accessories. 			
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out transporting and discharging operations.			
	8.8	Describe how to maintain the plant and machinery, hand tools and ancillary equipment used for transporting and discharging operations.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 22: Preparing and operating rear tipping dump trucks to receive, transport and discharge materials in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	100

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating rear tipping dump trucks to receive, transport and discharge materials in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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 the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of rear tipping dump trucks to carry out transporting and discharging operations	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of rear tipping dump trucks. 			
2	Organise with others the sequence and operation in	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	which transporting and discharging operations using rear tipping dump trucks are to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during transporting and discharging operations.			
3	Know how to comply with relevant legislation and official guidance when carrying out transporting and discharging operations using rear tipping dump trucks	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
4	Maintain safe and healthy working practices	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
when preparing for and carrying out transporting and discharging operations using rear tipping dump trucks		requirements during transporting and discharging operations.			
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out transporting and discharging operations using rear tipping dump trucks in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use and storage of tools and equipment - specific risks to health. 			
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to rear tipping dump truck use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 			
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out transporting and discharging operations using rear tipping dump trucks	5.1	Request and select resources associated with rear tipping dump trucks in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and load coverings - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, quantity, pressure, length and area associated with the method/procedures to carry out transporting and discharging operations.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6		6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and transporting and discharging materials using rear tipping dump trucks	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to receive, transport and discharge materials using rear tipping dump trucks to the required specification	8.1	Demonstrate the following work skills when preparing for and transporting and discharging materials using rear tipping dump trucks: <ul style="list-style-type: none"> - checking, adjusting, communicating, manoeuvring, positioning, receiving, depositing, transporting, discharging and cleaning. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare to, position, set up and operate rear tipping dump trucks to receive, transport and discharge materials to given working instructions.			
		8.4	Shut down and secure rear tipping dump trucks.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the rear tipping dump trucks used for transporting and discharging work - carry out function checks to receive and transport loads - identify characteristics, type and volume of loads to receive and transport - prepare, set up and adjust for operational requirements 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - recognise and determine when specific skills and knowledge are required and report accordingly 			
	8.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - identify the area for discharging - check to avoid damage to structures and utilities service apparatus - receive, transport and discharge materials safely and securely - be on the public highway - shut down and secure the rear tipping dump truck - use hand tools, ancillary equipment and accessories. 			
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out transporting and discharging operations.			
	8.8	Describe how to maintain the plant and machinery, hand tools and ancillary equipment used for transporting and discharging operations.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 23: Preparing and operating tractors with towed equipment for non-agricultural activities in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	67

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating tractors with towed equipment for non-agricultural activities in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of tractors with towed equipment to carry out non-agricultural activities	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of tractors with towed equipment. 			
2	Organise with others the sequence and operation in	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	which non-agricultural activities using tractors with towed equipment are to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during non-agricultural activities.			
3	Know how to comply with relevant legislation and official guidance when carrying out non-agricultural activities using tractors with towed equipment	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
4	Maintain safe and healthy working practices when preparing	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during non-agricultural activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
for and carrying out non-agricultural activities using tractors with towed equipment	4.2	Demonstrate compliance with given information and relevant legislation when carrying out non-agricultural activities using tractors with towed equipment in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health. 				
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to tractors with towed equipment use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 				
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.				
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.				

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 non-agricultural activities using tractors with towed equipment	5.1	Request and select resources associated with tractors with towed equipment in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and load coverings - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, quantity, pressure, length and area associated with the method/procedures to carry out non-agricultural activities.			
6	Minimise the risk of damage to the work and surrounding area	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	when preparing to and carrying out non-agricultural activities	6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and carrying out non-agricultural activities using tractors with towed equipment	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			
8	Comply with the given contract information to	8.1	Demonstrate the following work skills when preparing for and carrying out non-agricultural activities using tractors with towed equipment:			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
carry out non-agricultural activities using tractors with towed equipment to the required specification		<ul style="list-style-type: none"> - checking, adjusting, communicating, manoeuvring, positioning, receiving, transporting, depositing and cleaning. 			
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
	8.3	Prepare to, position, set up and operate tractors with towed equipment to undertake non-agricultural activities to given working instructions.			
	8.4	Shut down and secure tractors with towed equipment.			
	8.5	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - identify the characteristics of the tractors with towed equipment used for non-agricultural work - carry out function checks to receive and transport loads - identify characteristics, type and volume of loads - prepare, set up and adjust for operational requirements - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - recognise and determine when specific skills and knowledge are required and report accordingly 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the area or work - check to avoid damage to structures and utilities service apparatus - receive, secure and balance loads for movement safely and securely - transport and deposit loads - be on the public highway - shut down and secure the tractor - use hand tools, ancillary equipment and accessories. 			
		8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out non-agricultural activities.			
		8.8 Describe how to maintain the plant and machinery, hand tools and ancillary equipment used for non-agricultural activities.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 24: Preparing and operating trailer-mounted concrete pumps to receive, pump and discharge materials in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	60

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 in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of concrete pumps to carry out pumping and discharging operations	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of trailer-mounted concrete pumps. 			
2	Organise with others the sequence and operation in	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	which pumping and discharging operations using concrete pumps are to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during concrete pumping operations.			
3	Know how to comply with relevant legislation and official guidance when carrying out pumping and discharging operations using concrete pumps	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
4	Maintain safe and healthy working practices when preparing	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during concrete pumping operations.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	for and carrying out pumping operations using concrete pumps	4.2	Demonstrate compliance with given information and relevant legislation when carrying out pumping operations using trailer-mounted concrete pumps in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use and storage of tools and equipment - specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to concrete pump use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

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	Request and select resources associated with concrete pumps in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments, pumping and discharging aids - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, quantity, pressure, length and area associated with the method/procedures to carry out concrete pumping operations.			
6	Minimise the risk of damage to the work and surrounding area	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	when preparing to and pumping materials using concrete pumps	6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and pumping and discharging materials using concrete pumps	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			
8	Comply with the given contract information to receive, pump and discharge materials using	8.1	Demonstrate the following work skills when preparing for and pumping and discharging materials using concrete pumps: <ul style="list-style-type: none"> - checking, adjusting, communicating, manoeuvring, positioning, receiving, depositing, pumping, discharging and cleaning. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
concrete pumps to the required specification	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.				
	8.3	Prepare to, position, set up and operate trailer-mounted concrete pumps to receive, pump and discharge materials, at various locations, to given working instructions.				
	8.4	Shut down and secure concrete pumps.				
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the concrete pump used for pumping and discharging work - carry out function checks to receive, pump and discharge materials - identify characteristics, type and volume of loads to receive, pump and discharge - prepare, set up and adjust for operational requirements - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area 				
	8.6	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:				

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - identify the area for pumping - check to avoid damage to structures and utilities service apparatus - receive, pump and discharge materials safely and securely - be on the public highway - shut down and secure the concrete pump - use hand tools, ancillary equipment and accessories. 			
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out pumping and discharging operations.			
	8.8	Describe how to maintain the plant and machinery, hand tools and ancillary equipment used pumping and discharging operations.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of self-propelled bowzers to carry out transporting and discharging operations	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of self-propelled bowzers. 			
2	Organise with others the sequence and operation in	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	which transporting and discharging operations using self-propelled bowsers are to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during transporting and discharging operations.			
3	Know how to comply with relevant legislation and official guidance when carrying out transporting and discharging operations using self-propelled bowsers	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
4	Maintain safe and healthy working practices	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
when preparing for and carrying out transporting and discharging operations using self-propelled bowzers		requirements during transporting and discharging operations.			
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out transporting and discharging operations using self-propelled bowzers in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health. 			
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to self-propelled bowser use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 			
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

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 transporting and discharging operations using self-propelled bowzers	5.1	Request and select resources associated with self-propelled bowzers in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and load coverings - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, quantity, pressure, length and area associated with the method/procedures to carry out transporting and discharging operations.			
6	Minimise the risk of damage to the work and surrounding area	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	when preparing to and transporting and discharging materials	6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and transporting and discharging materials using self-propelled bowsers	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			
8	Comply with the given contract information to	8.1	Demonstrate the following work skills when preparing for and transporting and discharging materials using self-propelled bowsers:			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
receive, transport and discharge materials using self-propelled bowzers to the required specification		<ul style="list-style-type: none"> - checking, adjusting, communicating, manoeuvring, positioning, receiving, depositing, receiving, transporting, discharging and cleaning. 			
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
	8.3	Prepare to, position, set up and operate self-propelled bowzers to receive, transport and discharge fluid materials, at various locations, to given working instructions.			
	8.4	Shut down and secure self-propelled bowzers.			
	8.5	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - identify the characteristics of the self-propelled bowzers used for transporting and discharging work - carry out function checks to receive, transport and discharge loads - identify characteristics, type and volume of loads - prepare, set up and adjust for operational requirements - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly 			
	8.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - identify the area for discharging - check to avoid damage to structures and utilities service apparatus - receive, transport and discharge materials safely and securely - be on the public highway - shut down and secure the self-propelled bowser - use hand tools, ancillary equipment and accessories. 			
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out transporting and discharging operations.			
	8.8	Describe how to maintain the plant and machinery, hand tools and ancillary equipment used for transporting and discharging operations.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 26: Preparing and operating static concrete placing booms to discharge and place materials in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	83

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating static concrete placing booms to discharge and place materials in the workplace in the relevant sector of the industry.

Unit assessment requirements

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

- the Additional Requirements for Qualifications using the title NVQ in 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of static concrete placing booms to carry out concrete placing operations	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of static concrete placing booms. 			
2	Organise with others the sequence and operation in	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	which concrete placing operations using placing booms are to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during concrete placing operations.			
3	Know how to comply with relevant legislation and official guidance when carrying out concrete placing operations using placing booms	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
4	Maintain safe and healthy working practices when preparing	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during concrete placing operations.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
for and carrying out concrete placing operations using placing booms	4.2	Demonstrate compliance with given information and relevant legislation when carrying out concrete placing operations using static concrete placing booms in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health. 				
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to concrete placing boom use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 				
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.				
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.				

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 concrete placing operations using placing booms	5.1	Request and select resources associated with placing booms in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and load coverings - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out concrete placing operations.			
6	Minimise the risk of damage to the work and surrounding area	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	when preparing to and placing materials	6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and placing materials using placing booms	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			
8	Comply with the given contract information to prepare, discharge and place materials	8.1	Demonstrate the following work skills when preparing for discharging and placing materials using static concrete placing booms: <ul style="list-style-type: none"> - checking, adjusting, communicating, manoeuvring, positioning, receiving, discharging, depositing, placing and cleaning. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
using placing booms to the required specification	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.				
	8.3	Prepare to, position, set up, check the positioning of and operate static concrete placing booms to receive, discharge and place materials, at various locations, to given working instructions.				
	8.4	Shut down and secure static concrete placing booms.				
	8.5	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - identify the characteristics of the placing boom used for discharging work - carry out function checks to receive, discharge and place loads - identify characteristics, type and volume of loads to discharge and place - prepare, set up and adjust for operational requirements - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - recognise and determine when specific skills and knowledge are required and report accordingly 				

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the area for pouring - check to avoid damage to structures and utilities service apparatus - receive and place loads safely and securely - be on the public highway - shut down and secure the placing boom - use hand tools, ancillary equipment and accessories. 			
		8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out concrete placing operations.			
		8.8 Describe how to maintain the plant and machinery, hand tools and ancillary equipment used for concrete placing operations.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 27: Preparing and operating volumetric trucks to receive and transport materials in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	100

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating volumetric trucks to receive and transport materials in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of volumetric trucks to carry out receiving and transporting operations	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of volumetric trucks. 			
2	Organise with others the sequence and operation in	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	which receiving and transporting operations using volumetric trucks are to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during receiving and transporting operations.			
3	Know how to comply with relevant legislation and official guidance when carrying out receiving and transporting operations using volumetric trucks	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
4	Maintain safe and healthy working practices when preparing for and carrying	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during receiving and transporting operations.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
out receiving and transporting operations using volumetric trucks	4.2	Demonstrate compliance with given information and relevant legislation when carrying out receiving and transporting operations using volumetric trucks in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use and storage of tools and equipment - specific risks to health. 			
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to volumetric truck use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 			
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

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 receiving and transporting operations using volumetric trucks	5.1	Request and select resources associated with volumetric trucks in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and load coverings - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out receiving and transporting operations.			
6	Minimise the risk of damage to the work and surrounding area	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	when preparing to and receiving and transporting materials	6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and receiving and transporting materials using volumetric trucks	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	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.			
8	Comply with the given contract information to receiving and transporting materials using	8.1	Demonstrate the following work skills when preparing for and receiving and transporting materials using volumetric trucks: - checking, adjusting, communicating, manoeuvring, positioning, receiving, depositing, pumping, discharging and cleaning.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
volumetric trucks to the required specification	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.				
	8.3	Prepare to, position, set up and operate volumetric trucks to receive and transport materials, to various locations, to given working instructions.				
	8.4	Shut down and secure volumetric trucks.				
	8.5	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - identify the characteristics of the volumetric trucks used for receiving and transporting work - carry out function checks to receive and transport loads - identify characteristics, type and volume of loads to receive and transport - prepare, set up and adjust for operational requirements - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - recognise and determine when specific skills and knowledge are required and report accordingly 				

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the area for transportation - check to avoid damage to structures and utilities service apparatus - receive, secure and balance loads for transport safely and securely - transport and deposit loads - be on the public highway - shut down and secure the volumetric truck - use hand tools, ancillary equipment and accessories. 			
		8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out receiving and transporting operations.			
		8.8 Describe how to maintain the plant and machinery, hand tools and ancillary equipment used for receiving and transporting operations.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 28: Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	40

Unit summary

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

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and using scissor-type MEWPs to access areas to carry out the work	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which accessing operations using scissor-type MEWPs are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during accessing operations.			
3	Know how to comply with relevant legislation and official guidance when carrying out accessing operations using scissor-type MEWPs	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out accessing operations using scissor-type MEWPs	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using scissor-type MEWPs in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to accessing operations, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related activities and rescue plans.			
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	Request and select resources associated with scissor-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and accessing aids - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly, how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to operate			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			scissor-type mobile elevating work platforms used for accessing operations.			
6	Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and accessing work areas using scissor-type MEWPs	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to access 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"> – checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare for, position, set up and operate scissor-type MEWPs to access working areas, at various locations, to given working instructions.			
		8.4	Shut down and secure scissor-type MEWPs.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – identify the characteristics of the scissor-type MEWP used for accessing work – identify valid certification for maintenance, inspection and thorough examination – carry out function checks for accessing operation – prepare, set up and adjust for operational requirements – carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - identify and remain aware of the area of operation to include potential entrapment situations - use fall prevention equipment - check to avoid damage to structures and utilities service apparatus 			
		<p>8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - position and secure MEWP for accessing operations - recognise and determine when specific skills and knowledge are required and report accordingly - operate, manoeuvre, position, set down and secure - operate and travel on the public highway - shut down and secure the MEWP - use hand tools, ancillary equipment and accessories. 			
		<p>8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations.</p>			
		<p>8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas.</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 29: Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	47

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 in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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 the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and using boom-type MEWPs to access areas to carry out the work	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which accessing operations using boom-type MEWPs are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during accessing operations.			
3	Know how to comply with relevant legislation and official guidance when carrying out accessing operations using boom-type MEWPs	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> - 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out accessing operations using boom-type MEWPs	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using boom-type MEWPs in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to accessing operations, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related activities and rescue plans.			
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	Request and select resources associated with boom-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and accessing aids - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly, how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to operate boom-			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			type mobile elevating work platforms used for accessing operations.			
6	Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and accessing work areas using boom-type MEWPs	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to access 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"> - checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare for, position, set up and operate boom-type MEWPs to access working areas, at various locations, to given working instructions.			
		8.4	Shut down and secure boom-type MEWPs.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the boom-type MEWP used for accessing work - identify valid certification for maintenance, inspection and thorough examination - carry out function checks for accessing operation - prepare, set up and adjust for operational requirements - carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - identify and remain aware of the area of operation to include potential entrapment situations - use fall prevention equipment 			
		<p>8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - check to avoid damage to structures and utilities service apparatus - position and secure MEWP for accessing operations - recognise and determine when specific skills and knowledge are required and report accordingly - operate, manoeuvre, position, set down and secure - operate and travel on the public highway - shut down and secure the MEWP - use hand tools, ancillary equipment and accessories. 			
		<p>8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations.</p>			
		<p>8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas.</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 30: Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	40

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 in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and using mast climber-type MEWPs to access areas to carry out the work	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which accessing operations using mast climber-type MEWPs are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during accessing operations.			
3	Know how to comply with relevant legislation and official guidance when carrying out accessing operations using mast climber-type MEWPs	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out accessing operations using mast climber-type MEWPs	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using mast climber-type MEWPs in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to accessing operations, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related activities and rescue plans.			
5	Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using mast climber-type MEWPs	5.1	Request and select resources associated with mast climber-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and accessing aids - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly, how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to operate mast			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			climber-type mobile elevating work platforms used for accessing operations.			
6	Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and accessing work areas using mast climber-type MEWPs	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to access 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"> - checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare for, position, set up and operate mast climber-type MEWPs to access working areas, at various locations, to given working instructions.			
		8.4	Shut down and secure mast climber-type MEWPs.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the mast climber-type MEWP used for accessing work - identify valid certification for maintenance, inspection and thorough examination - carry out function checks for accessing operation - prepare, set up and adjust for operational requirements - carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - identify and remain aware of the area of operation to include potential entrapment situations - use fall prevention equipment - check to avoid damage to structures and utilities service apparatus - position and secure MEWP for accessing operations - recognise and determine when specific skills and knowledge are required and report accordingly - operate, manoeuvre, position, set down and secure - operate and travel on the public highway - shut down and secure the MEWP - use hand tools, ancillary equipment and accessories. 			
		8.6 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations.			
		8.7 Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 31: Preparing and operating binder spreaders to lay and distribute materials in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	83

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating binder spreaders to lay and distribute materials in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of binder spreaders to carry out laying and distribution operations	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of binder spreaders for laying and distribution work. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which laying and distribution operations using binder spreaders are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during laying and distribution operations using binder spreaders.			
3	Know how to comply with relevant legislation and official guidance when carrying out laying and distribution operations using binder spreaders	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> - 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out laying and distribution operations using binder spreaders	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during laying and distribution operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out laying and distribution operations using binder spreaders in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to binder spreader use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out laying and distribution operations using binder spreaders	5.1	Request and select resources associated with binder spreaders in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments, laying and distribution aids - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out laying and distribution operations using binder spreaders.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when preparing to and laying and distributing materials	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and laying and distributing materials	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to lay and distribute materials using binder spreaders to the required specification	8.1	Demonstrate the following work skills when preparing for and laying and distributing materials using binder spreaders: <ul style="list-style-type: none"> - checking, adjusting, communicating, manoeuvring, positioning, laying, distributing and compacting. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare to, position, set up and operate binder spreaders to lay and distribute a variety of materials, in a variety of locations, to given working instructions.			
		8.4	Shut down and secure binder spreaders.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the binder spreader used for laying and distribution operations - carry out function checks for the laying and distribution work - identify the area for the laying and distribution work - prepare, set up and adjust for operational requirements - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - confirm material characteristics - lay and distribute materials in laying patterns - identify geological, environmental and material changes and report - check to avoid damage to structures and utilities service apparatus 			
	8.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - complete laying and distribution work - be on the public highway - shut down and secure binder spreader - use hand tools, ancillary equipment and accessories. 			
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out laying and distribution operations.			
	8.8	Describe how to maintain the plant and machinery, hand tools and ancillary equipment used to lay and distribute materials.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 32: Preparing and operating self-propelled spreaders to lay and distribute materials in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	83

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 spreaders to lay and distribute materials in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of self-propelled spreaders to carry out laying and distribution operations	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of self-propelled spreaders for laying and distribution work. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which laying and distribution operations using self-propelled spreaders are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during laying and distribution operations using self-propelled spreaders.			
3	Know how to comply with relevant legislation and official guidance when carrying out laying and distribution operations using self-propelled spreaders	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out laying and distribution operations using self-propelled spreaders	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during laying and distribution operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out laying and distribution operations using self-propelled spreaders in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to self-propelled spreader use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out laying and distribution operations using self-propelled spreaders	5.1	Request and select resources associated with self-propelled spreaders in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments, laying and distribution aids - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out laying and distribution operations using self-propelled spreaders.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when preparing to, laying and distributing materials	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to, laying and distributing materials	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to lay and distribute materials using self-propelled spreaders to the required specification	8.1	Demonstrate the following work skills when preparing for, laying and distributing materials using self-propelled spreaders: <ul style="list-style-type: none"> - checking, adjusting, communicating, manoeuvring, positioning, laying, distributing and compacting. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare to, position, set up and operate self-propelled spreaders to lay and distribute a variety of materials, in a variety of locations, to given working instructions.			
		8.4	Shut down and secure self-propelled spreaders.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the self-propelled spreaders used for laying and distribution operations - carry out function checks for the laying and distribution work - identify the area for the laying and distribution work - prepare, set up and adjust for operational requirements - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - confirm material characteristics - lay and distribute materials in laying patterns - identify geological, environmental and material changes and report - check to avoid damage to structures and utilities service apparatus 			
		<p>8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - complete laying and distribution work - be on the public highway - shut down and secure self-propelled spreader - use hand tools, ancillary equipment and accessories. 			
		<p>8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out laying and distribution operations.</p>			
		<p>8.8 Describe how to maintain the plant and machinery, hand tools and ancillary equipment used to lay and distribute materials.</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 33: Preparing and operating towed scrapers to lay and distribute materials in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	83

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating towed scrapers to lay and distribute materials in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of towed scrapers to carry out laying and distribution operations	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of towed scrapers for laying and distribution work. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which laying and distribution operations using towed scrapers are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during laying and distribution operations using towed scrapers.			
3	Know how to comply with relevant legislation and official guidance when carrying out laying and distribution operations using towed scrapers	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> - 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out laying and distribution operations using towed scrapers	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during laying and distribution operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out distribution operations using towed scrapers in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to towed scraper use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out laying and distribution operations using towed scrapers	5.1	Request and select resources associated with towed scrapers in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and distribution aids - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out laying and distribution operations using towed scrapers.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when preparing to, laying and distributing materials	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to, laying and distributing materials	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to lay and distribute materials using towed scrapers to the required specification	8.1	Demonstrate the following work skills when preparing for, distributing materials using towed scrapers: <ul style="list-style-type: none"> - checking, adjusting, communicating, manoeuvring, positioning, distributing and compacting. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare to, position, set up and operate towed scrapers to lay and distribute a variety of materials, in a variety of locations, to given working instructions.			
		8.4	Shut down and secure towed scrapers.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the towed scraper used for laying and distribution operations - carry out function checks for the laying and distribution work - identify the area for the laying and distribution work - prepare, set up and adjust for operational requirements - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - confirm material characteristics - distribute materials in laying patterns 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - identify geological, environmental and material changes and report - check to avoid damage to structures and utilities service apparatus 			
	8.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - complete laying and distribution work - be on the public highway - shut down and secure the towed scraper - use hand tools, ancillary equipment and accessories. 			
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out laying and distribution operations.			
	8.8	Describe how to maintain the plant and machinery, hand tools and ancillary equipment used to lay and distribute materials.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 34: Preparing and operating ride-on rollers to compact materials in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	53

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating ride-on rollers to compact materials in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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 the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of ride-on rollers to carry out compacting operations	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of ride-on rollers for compaction work. 			
2	Organise with others the sequence and operation in	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	which compacting operations using ride-on rollers are to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during compacting operations using ride-on rollers.			
3	Know how to comply with relevant legislation and official guidance when carrying out compacting operations using ride-on rollers	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
4	Maintain safe and healthy working practices when preparing	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during compacting operations.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	for and carrying out compacting operations using ride-on rollers	4.2	Demonstrate compliance with given information and relevant legislation when carrying out compacting operations using ride-on rollers in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use and storage of tools and equipment - specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to ride-on roller use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

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 compacting operations using ride-on rollers	5.1	Request and select resources associated with ride-on rollers in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and compaction operational aids - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, pressure, quantity, length and area associated with the method/procedures to carry out compaction work using ride-on rollers.			
6	Minimise the risk of damage to the work and surrounding area	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	when preparing for and compacting materials	6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and compacting materials	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			
8	Comply with the given contract information to compact materials using ride-on rollers to	8.1	Demonstrate the following work skills when preparing for and compacting materials using ride-on rollers: <ul style="list-style-type: none"> - checking, adjusting, communicating, manoeuvring, positioning and compacting. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	the required specification	8.3	Prepare for, position, set up and operate ride-on rollers to compact a variety of materials, in various locations, to given working instructions.			
		8.4	Shut down and secure ride-on rollers.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the ride-on roller used for compaction operations - carry out function checks for compaction operations - identify the area for the compaction work - prepare, set up and adjust for operational requirements - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify geological, environmental and material changes and report - check to avoid damage to structures and utilities service apparatus - recognise different compaction methods - recognise and work compaction patterns 			
		8.6	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - compact materials safely and securely - complete compaction work - be on the public highway - shut down and secure the ride-on roller - use hand tools, ancillary equipment and accessories. 			
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out compacting operations.			
	8.8	Describe how to maintain the plant and machinery, hand tools and ancillary equipment used to compact materials.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 35: Preparing and operating soil compactors to compact materials in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	53

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating soil compactors to compact materials in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of soil compactors to carry out compacting operations	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of soil compactors for compaction work. 			
2	Organise with others the sequence and operation in	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	which compacting operations using soil compactors are to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during compacting operations using soil compactors.			
3	Know how to comply with relevant legislation and official guidance when carrying out compacting operations using soil compactors	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
4	Maintain safe and healthy working practices when preparing	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during compacting operations.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
to and carrying out compacting operations using soil compactors	4.2	Demonstrate compliance with given information and relevant legislation when carrying out compacting operations using soil compactors in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use and storage of tools and equipment - specific risks to health. 				
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to soil compactor use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 				
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.				
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Request and select the required quantity and quality of resources to prepare to and carry out compacting operations using soil compactors	5.1	Request and select resources associated with soil compactors in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and compaction operational aids - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, bearing, pressure, quantity, length and area associated with the method/procedures to carry out compaction using soil compactors.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when preparing to and compacting materials	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and compacting materials	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to compact materials using soil compactors to the required specification	8.1	Demonstrate the following work skills when preparing for and compacting materials using soil compactors: <ul style="list-style-type: none"> - checking, adjusting, communicating, manoeuvring, positioning and compacting. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare for, position, set up and operate soil compactors to compact a variety of materials, in various locations, to given working instructions.			
		8.4	Shut down and secure soil compactors.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the soil compactors used for compaction operations - carry out function checks for compaction operations - identify the area for the compaction work - prepare, set up and adjust for operational requirements - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify geological, environmental and material changes and report 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - check to avoid damage to structures and utilities service apparatus - recognise different compaction methods - recognise and work compaction patterns 			
	8.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - compact materials safely and securely - complete compaction work - be on the public highway - shut down and secure soil compactors - use hand tools, ancillary equipment and accessories. 			
	8.7	<p>Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out compacting operations.</p>			
	8.8	<p>Describe how to maintain the plant and machinery, hand tools and ancillary equipment used to compact materials.</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 36: Preparing and operating landfill compactors to compact materials in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	83

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating landfill compactors to compact materials in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of landfill compactors to carry out compacting operations	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of landfill compactors for compaction work. 			
2	Organise with others the sequence and operation in	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	which compacting operations using landfill compactors are to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during compacting operations using landfill compactors.			
3	Know how to comply with relevant legislation and official guidance when carrying out compacting operations using landfill compactors	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
4	Maintain safe and healthy working practices when preparing	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during compacting operations.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
for and carrying out compacting operations using landfill compactors	4.2	Demonstrate compliance with given information and relevant legislation when carrying out compacting operations using landfill compactors in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use and storage of tools and equipment - specific risks to health. 				
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to landfill compactor use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 				
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.				
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.				

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 compacting operations using landfill compactors	5.1	Request and select resources associated with landfill compactors in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and compaction operational aids - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, bearing, pressure, quantity, length and area associated with the method/procedures to carry out compaction using landfill compactors.			
6	Minimise the risk of damage to the work and	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	surrounding area when preparing for and compacting materials	6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and compacting materials	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			
8	Comply with the given contract information to compact	8.1	Demonstrate the following work skills when preparing for and compacting materials using landfill compactors: <ul style="list-style-type: none"> - checking, adjusting, communicating, manoeuvring, positioning and compacting. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
materials using landfill compactors to the required specification	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.				
	8.3	Prepare for, position, set up and operate landfill compactors to compact a variety of materials, in various locations, to given working instructions.				
	8.4	Shut down and secure landfill compactors.				
	8.5	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - identify the characteristics of the landfill compactors used for compaction operations - carry out function checks for compaction operations - identify the area for the compaction work - prepare, set up and adjust for operational requirements - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify geological, environmental and material changes and report - check to avoid damage to structures and utilities service apparatus - recognise different compaction methods - recognise and work compaction patterns 				

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - compact materials safely and securely - complete compaction work - be on the public highway - shut down and secure landfill compactors - use hand tools, ancillary equipment and accessories. 			
		8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out compacting operations.			
		8.8 Describe how to maintain the plant and machinery, hand tools and ancillary equipment used to compact materials.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 37: Preparing and operating crushers to process materials in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	53

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating crushers to process materials in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of crushers to process materials	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of crushers for carrying out processing work. 			
2	Organise with others the sequence and operation in	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	which processing operations using crushers are to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during processing operations using crushers.			
3	Know how to comply with relevant legislation and official guidance when carrying out processing operations using crushers	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
4	Maintain safe and healthy working practices when preparing for and carrying	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during processing operations.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
out processing operations using crushers	4.2	Demonstrate compliance with given information and relevant legislation when carrying out processing operations using crushers in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use and storage of tools and equipment - specific risks to health. 				
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to crusher use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 				
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.				
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.				

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 processing operations using crushers	5.1	Request and select resources associated with crushers in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and processing operational aids - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out processing operations using crushers.			
6	Minimise the risk of damage to the work and surrounding area	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	when preparing to and processing materials	6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and processing materials	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			
8	Comply with the given contract information to process materials using crushers to	8.1	Demonstrate the following work skills when preparing for and processing materials using crushers: <ul style="list-style-type: none"> - checking, adjusting, communicating, manoeuvring, positioning and processing. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
the required specification	8.3	Prepare, set up, and operate crushers to crush and stockpile, or feed additional plant, with a variety of materials to given working instructions.				
	8.4	Shut down and secure crushers.				
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the crusher used for processing operations - carry out function checks for process operations - identify the area for the processing work - prepare, set up and adjust for operational requirements - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area 				
	8.6	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - carry out the processing work safely and securely - deal with blockages prior to, during and on completion of operations - deposit processed materials 				

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - be on the public highway - shut down and secure crusher - use hand tools, ancillary equipment and accessories. 			
		8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing for and carrying out processing operations.			
		8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to process materials.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 38: Preparing and operating screeners to process materials in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	40

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating screeners to process materials in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of screeners to process materials	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of screeners for carrying out processing work. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which processing operations using screeners are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during processing operations using screeners.			
3	Know how to comply with relevant legislation and official guidance when carrying out processing operations using screeners	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out processing operations using screeners	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during processing operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out processing operations using screeners in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to screener use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out processing operations using screeners	5.1	Request and select resources associated with screeners in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and processing operational aids - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out processing operations using screeners.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when preparing to and processing materials	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and processing materials	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to process materials using screeners to the required specification	8.1	Demonstrate the following work skills when preparing for and processing materials using screeners: <ul style="list-style-type: none"> - checking, adjusting, communicating, manoeuvring, positioning (where relevant) and processing. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, set up, position (where relevant) and operate screeners to screen, grade and stockpile, a variety of materials to given working instructions.			
		8.4	Shut down and secure screeners.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the screeners used for processing operations - carry out function checks for process operations - identify the area for the processing work - prepare, set up and adjust for operational requirements - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - carry out the processing work safely and securely - deal with blockages prior to, during and on completion of operations - deposit processed materials - be on the public highway - shut down and secure screeners - use hand tools, ancillary equipment and accessories. 			
		8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing for and carrying out processing operations.			
		8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to process materials.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 39: Preparing and operating batching plant to process materials in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	40

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating batching plant to process materials in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of batching plant to process materials	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of batching plant for carrying out processing work. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which processing operations using batching plant are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during processing operations using batching plant.			
3	Know how to comply with relevant legislation and official guidance when carrying out processing operations using batching plant	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out processing operations using batching plant	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during processing operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out processing operations using batching plant in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use and storage of tools and equipment - specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to batching plant use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out processing operations using batching plant	5.1	Request and select resources associated with batching plant in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and processing operational aids - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out processing operations using batching plant.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when preparing to and processing materials	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and processing materials.	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to process materials using batching plant to the required specification	8.1	Demonstrate the following work skills when preparing for and processing materials using batching plant: <ul style="list-style-type: none"> - checking, adjusting, communicating, manoeuvring, positioning (where relevant) and processing. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, set up, position (where relevant) and operate batching plant to process materials to given working instructions.			
		8.4	Shut down and secure batching plant.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the batching plant used for processing operations - carry out function checks for process operations - identify the area for the processing work - prepare, set up and adjust for operational requirements - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - carry out the processing work safely and securely - deal with blockages prior to, during and on completion of operations - deposit processed materials - be on the public highway - shut down and secure batching plant - use hand tools, ancillary equipment and accessories. 			
		8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing for and carrying out processing operations.			
		8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to process materials.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 40:	Preparing for, and arranging and securing plant or machinery for transportation in the workplace
Level:	2
Unit type:	Optional
Guided learning hours:	53

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing for, and arranging and securing plant or machinery for transportation in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation of, and arranging and securing plant or machinery for transportation	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, lift plans, risk assessments, manufacturers' information and current regulations governing the arrangement and security of plant or machinery for transportation. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when arranging and securing plant or machinery for transportation	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
3	Maintain safe and healthy working practices when preparing for and arranging and securing plant or machinery for transportation	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when arranging and securing plant or machinery for transportation.			
		3.2	Demonstrate compliance with given information and relevant legislation when arranging and securing plant or machinery for transportation in relation to two or more of the following: <ul style="list-style-type: none"> – safe use of access equipment – safe use, storage and handling of materials 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> - safe use and storage of tools and equipment - specific risks to health. 		
		3.3	<p>Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to arranging and securing plant or machinery for transportation, 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"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 		
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.		
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.		
4	Select the required quantity and quality of	4.1	Select resources associated with the work in relation to materials, components, fixings, tools and equipment, lifting accessories and load restraint equipment.		

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	resources to prepare for, and arrange and secure plant or machinery for transportation	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> – lifting accessories and load restraint equipment, steel wire rope, chain, fabric, web hooks, shackles, clamps, netting and sheeting – hand tools and ancillary equipment. 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to identify weight, bearing, pressure, quantity, length and area associated with the method/procedure to carry out the work.			
5	Minimise the risk of damage to the work and surrounding area when preparing for and arranging	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Prevent damage and maintain a clean work space.			
		5.3	Dispose of waste in accordance with current legislation.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	and securing plant or machinery for transportation	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 preparing to, and arranging and securing plant or machinery for transportation	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			
7	Comply with the given contract information to prepare to, and arrange and secure plant or	7.1	Demonstrate the following work skills when preparing to, and arranging and securing plant or machinery for transportation: <ul style="list-style-type: none"> - measuring, gauging, calculating, selecting, fitting, configuring, testing, balancing, adjusting, securing, positioning and removing. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	machinery for transportation to the required specification	7.2	Use and maintain hand tools, ancillary equipment, lifting accessories and load restraint equipment.			
		7.3	Prepare for, and arrange plant, machinery or associated equipment for transportation to given working instructions by at least two of the following methods: <ul style="list-style-type: none"> - driving and operating the following types of plant: wheeled machinery, tracked machinery and rolling machinery onto the transport (non-operational activities) - suspended loads by slinging and signalling; at least three of the following: balanced, unbalanced, loose, bundled, containers, drums (slinging and signalling) - by directing and guiding the operations of lifting plant (not craneage), e.g. lift truck, excavator - directing and guiding machine operators (movement) - driving transport into plant or machinery on hydraulic jack legs or suspended from a gantry (raised loads) 			
		7.4	Secure plant, machinery or associated equipment for safe movement.			
		7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - determine vehicle capacity - determine weights and sizes (height, length, width) of plant and machinery to be loaded 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - check loading and unloading areas - recognise the requirements to drive and operate plant and machinery for loading and unloading under no load conditions - recognise the requirements to sling and signal loads for transportation - recognise the requirements to direct and guide the operations of plant or machinery for loading and unloading - recognise the requirements to direct and guide the movement of vehicles, plant and machinery for loading and unloading - recognise the requirements to load equipment using hydraulic jacks and supports 			
	7.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - ensure load is prepared for transportation, secured, restrained, immobilised, hydraulic systems locked, articulation and slew systems locked - differentiate between load restraint equipment and lifting accessories - recognise proximity hazards - select and use suitable lifting accessories and load restraint equipment - arrange and secure loads 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - confirm balance, stability and correct weight distribution - check stability and weight distribution of load prior to releasing securing restraints and lifting accessories - load and unload on a public highway 			
	7.7	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - identify and mark overhangs - remove and store lifting accessories and load restraint equipment on completion of loading and unloading - use hand tools and ancillary equipment - use access equipment - work at height. 			
	7.8	<p>Describe the needs of other occupations and how to effectively communicate within a team when preparing to and arranging and securing plant or machinery for transportation.</p>			
	7.9	<p>Describe how to maintain the hand tools, ancillary equipment, lifting accessories and load restraint equipment used to arrange and secure plant or machinery for transportation.</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 41: Preparing to and directing and guiding the movement of vehicles, plant or machinery in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	40

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing to and directing and guiding the movement of vehicles, plant or machinery in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to preparing to, and directing and guiding the movement of vehicles, plant or machinery	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, plant and vehicle movement plans and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, plant and vehicle movement plans, manufacturers' information and Codes of Practice for the direction and guidance of vehicles, plant and machinery. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which directing and guiding the movement of vehicles, plant or machinery is to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during directing and guiding vehicles, plant or machinery.			
3	Know how to comply with relevant legislation and official guidance when directing and guiding the movement of vehicles, plant or machinery	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> - 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing to, directing and guiding the movement of vehicles, plant or machinery	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when directing and guiding vehicles, plant or machinery.			
		4.2	Demonstrate compliance with given information and relevant legislation when directing and guiding the movement of vehicles, plant or machinery in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of tools - safe use and storage of equipment - specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to directing and guiding vehicles, plant or machinery, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Select the required quantity and quality of resources to prepare to, and direct and guide the movement of vehicles, plant or machinery	5.1	Select resources associated with directing and guiding vehicles, plant or machinery in relation to hand tools, ancillary equipment and signalling and communication equipment.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - signalling and communication equipment - barriers, cones, signs - lighting equipment - hand tools and ancillary equipment. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.6	Describe how to identify weight/bearing pressures, quantity, length and area associated with the method/procedures for directing and guiding the movement of vehicles, plant and machinery.			
6	Minimise the risk of damage to the work and surrounding area when preparing to and directing and guiding the movement of vehicles, plant or machinery	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to, and directing and guiding the movement of	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	vehicles, plant or machinery		<ul style="list-style-type: none"> organisational procedures for reporting circumstances which will affect the work programme. 			
8	Comply with the given contract information to prepare to, and direct and guide the movement of vehicles, plant or machinery to the required specification	8.1	Demonstrate the following work skills when preparing to, and directing and guiding vehicles, plant or machinery: <ul style="list-style-type: none"> measuring, gauging, estimating, interpreting, judging, explaining, preparing, commanding, directing, guiding, indicating, informing, instructing, signing, positioning, moving, securing, signalling and relaying. 			
		8.2	Use and maintain hand tools, ancillary equipment and signalling equipment.			
		8.3	Prepare to, and direct and guide the movement of loaded and unloaded vehicles, including articulated vehicles and plant or machinery (wheeled or tracked) to given working instructions, relating to the following: <ul style="list-style-type: none"> hand signals hand signalling equipment verbal/electronic communication equipment. 			
		8.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> identify the differences between directing and guiding movement, directing and guiding operations and slinging and signalling interpret a work management plan and vehicle movement plan 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date	
		<ul style="list-style-type: none"> - identify the hierarchy of traffic control measures and pedestrian separation - organise and ensure the maintenance of holding areas, routes, exclusion zones, markers and signs - assess and determine the movement of vehicles, plant and machinery, to include own position of safety, visibility, ground conditions and features, proximity hazards and weight limits 			
	8.5	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - recognise and react to changing conditions, ground, environment, weather, light, numbers and types of vehicles, plant and machinery - liaise with, convey and collect information from and to, drivers and operators - recognise and utilise movement aids (camera's, mirrors, audio and visual warnings, etc.) - recognise blind-spots, potential crush zones and other limitations to driver visibility - recognise the requirements of directing and guiding the movement of vehicles, plant and machinery onto and from public highways - recognise the requirements of working on public highways 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - direct and guide different vehicle types and size e.g. height, weight length, width, tracked, wheeled and articulated - assess and determine the movement of loads, including unloading, discharging and loading requirements - direct and guide vehicles, plant and machinery across rough or uneven terrain - check the integrity of load securing equipment and stability of loads, prior to commencement of movements and on arrival, prior to release - signal and communicate following recognised and agreed operational procedures - recognise and determine when specific skills and knowledge are required and report accordingly - use hand tools and ancillary equipment. 			
	<p>8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and directing and guiding vehicles, plant or machinery.</p>			
	<p>8.8 Describe how to maintain the hand tools, ancillary equipment, and signalling and communication equipment used to direct and guide vehicles, plant or machinery.</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 42: Slinging and hand signalling the movement of suspended loads in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	33

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in slinging and hand signalling the movement of suspended loads in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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 the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	which the slinging and signalling of loads is to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and when slinging and signalling of loads.			
3	Know how to comply with relevant legislation and official guidance to carry out slinging and signalling of loads	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
4	Maintain safe and healthy working practices when preparing for and slinging	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when slinging and signalling loads.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
and signalling loads	4.2	Demonstrate compliance with given information and relevant legislation when carrying out the slinging and signalling of loads in relation to at least three of the following: <ul style="list-style-type: none"> – safe use and storage of tools and equipment – safe use, storage and handling of lifting accessories – safe use of access equipment – specific risks to health. 				
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to slinging and signalling of loads, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 				
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.				
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5		5.1	Select resources associated with slinging/signalling in relation to lifting accessories/aids, hand tools and ancillary equipment.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - lifting accessories - signalling and communication equipment - hand tools and ancillary equipment. 			
		5.3	Describe how the resources should be used correctly, and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out slinging/signalling.			
6	Minimise the risk of damage to the work and surrounding area	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	when preparing to and slinging and signalling loads	6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and slinging and signalling loads	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			
8	Comply with the given contract information to prepare to and sling and signal suspended loads for movement to	8.1	Demonstrate the following work skills when preparing to and slinging and signalling loads: <ul style="list-style-type: none"> - measuring, gauging, estimating, calculating, fitting, fixing, testing, balancing, interpreting, inspecting, judging, explaining, preparing, indicating, informing, instructing, signing, positioning, adjusting, configuring, moving, securing, signalling and relaying. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	the required specification	8.2	Use and maintain lifting accessories, lifting aids and equipment.			
		8.3	Inspect and prepare lifting accessories prior to slinging.			
		8.4	Prepare to and attach suspended loads to lifting equipment, using appropriate lifting accessories and load securing methods, to given working instructions for three of the following: <ul style="list-style-type: none"> - balanced - unbalanced - loose - bundled - container - drum - a load where the machine operator cannot observe its full movement path. 			
		8.5	Guide, move and place suspended loads to specified destinations, using hand signals, to given working instructions for three of the following: <ul style="list-style-type: none"> - balanced - unbalanced - loose - bundled - container - drum 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - a load where the machine operator cannot observe its full movement path. 			
	8.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - identify the differences between: slinging and signalling, directing and guiding movement of vehicles, plant and machinery, and directing and guiding operations of plant and machinery not being used for lifting operations - confirm the authority, duties and responsibilities allocated - identify characteristics of lifting equipment and lifting accessories - identify and interpret valid certification for maintenance, inspection and thorough examination 			
	8.7	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - lift and transfer people - sling balanced, unbalanced, loose, live, bundled, container drum loads and loads that are blind to the equipment operator - communicate using hand signals, hand signalling equipment (lights, wands, fluorescent gloves, flags) and 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>electronic communication equipment (loud hailers, radios)</p> <ul style="list-style-type: none"> - confirm methods of communication - recognise blind-spots, potential crush zones and other limitations to driver visibility - consider the load characteristics including centre of gravity and lifting points to determine the method of slinging - determine and check the route of the load before and during the lift including distances, clearances and landing position 			
	8.8	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - select, handle, inspect and use (assemble, set up and adjust) lifting accessories and aids - identify rejection criteria for removing lifting accessories from service - recognise and determine when specific skills and knowledge are required and report accordingly - attach lifting accessories and sling loads securely - ensure balance and stability of loads - attach and use load guidance equipment (tag lines) - guide and place suspended loads by recognised methods of communication and agreed operational procedures 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - land and position loads safely and securely - remove and store lifting accessories - use hand tools and ancillary equipment. 			
	8.9	Describe the needs of other occupations and how to communicate within a team when preparing to and slinging and signalling loads.			
	8.10	Describe how to maintain the lifting accessories, lifting aids and signalling and communication equipment used to sling and signal loads.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 43: Operating plant or machinery for non-operational activities in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	33

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in operating plant or machinery for non-operational activities in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when operating plant or machinery for non-operational activities	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, user manuals and manufacturers' information related to the plant or machinery operation and the activity to be completed.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, user manuals, manufacturers' information and current regulations governing the operation of plant and machinery 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence in which the work is to be carried out when operating plant or machinery for non-operational activities	2.1	Organise the work in accordance with given information or instructions.			
		2.2	Communicate with team members and other associated occupations about the plant or machinery operation and work to be carried out.			
		2.3	Describe how to communicate ideas between team members and other associated occupations.			
		2.4	Describe how to organise resources in conjunction with the progress of work.			
3	Know how to comply with relevant, current legislation, special legal status documents, official guidance and organisational procedures when operating plant or machinery for non-operational activities	3.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when operating plant or machinery for non-operational activities	4.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when operating plant or machinery for non-operational activities.			
		4.2	Comply with information relating to specific risks to health when operating plant or machinery for non-operational activities.			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to operating plant or machinery for non-operational activities and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.			
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			skills when involved with fires, spillages, injuries and other task-related hazards.			
5	Request and select the required quantity and quality of resources to operate plant or machinery for non-operational activities.	5.1	Request and select resources associated with own work in relation to tools, ancillary equipment and/or accessories and consumables.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> - consumables - hand tools, ancillary equipment and/or accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to calculate weight, bearing pressure, quantity, length and area associated with the method/procedure to operate plant or machinery for non-operational activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when operating plant or machinery for non-operational activities	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Minimise damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when operating plant or machinery for non-operational activities	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to operate plant or machinery for non-operational activities to the required specification	8.1	Demonstrate the following work skills when operating plant or machinery for non-operational activities: <ul style="list-style-type: none"> – preparing, setting up, configuring, starting, manoeuvring, running, supporting, parking, stopping and securing. 			
		8.2	Prepare, configure and operate plant or machinery for non-operational activities, (inspection, repair, maintenance, testing or travel), to given working instructions for two of the following: <ul style="list-style-type: none"> – hand-operated power tools – static machinery – pedestrian controlled equipment – tracked plant – wheeled plant – rollers. 			
		8.3	Shut down and secure plant or machinery to given working instructions.			
		8.4	Record and report findings using the appropriate method, in accordance with given working instructions.			
		8.5	Safely use plant, machinery, hand tools, ancillary equipment and/or accessories.			
		8.6	Safely store the plant, machinery, tools, equipment and/or accessories used when operating plant or machinery for non-operational activities.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.7 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"> - identify capabilities, characteristic and limitations of plant and machinery (ride on and remote control) including hand-operated power tools, static machinery, pedestrian controlled equipment, wheeled plant and tracked plant, rollers - consider the area available for the movements required (height restrictions, obstructions, overhead / underground obstructions, services, ventilation and point loading) - complete pre-use, pre-start and pre-movement checks - prepare the plant and machine for operation - manoeuvre and position plant and machine - manoeuvre plant and machinery on slopes and inclines, uneven terrain, rough terrain, un-compacted ground, areas with restricted clearances, in inclement and extreme weather and areas where there is other vehicle and pedestrian traffic - operate plant and machinery within operational limitations - support plant and machinery for the activity (inspection, repair, maintenance, testing or travel) - follow signals and instructions - shut down, park and secure plant and machine 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - immobilise plant and machinery - prepare plant and machinery for transportation - report findings and defects - use hand tools, ancillary equipment and accessories - work at height - use access equipment - complete and maintain records 			
		8.8 Describe the needs of other occupations and how to effectively communicate within a team when operating plant or machinery for non-operational activities.			
		8.9 Describe how to maintain the plant and machinery, hand tools, ancillary equipment and/or accessories used when operating plant or machinery for non-operational activities.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 44: Preparing and operating road/rail adapted plant in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	26

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating road/rail adapted plant in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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 the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of road/rail plant and the work to be carried out	1.1	Interpret and extract relevant information from drawings, specifications, schedules, work package plans, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, lift plans, work package plans, risk assessments, certification and manufacturers' information for the operation of road/rail plant. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which road/rail plant operations are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during road/rail plant operations.			
3	Know how to comply with relevant legislation and official guidance when preparing to and carrying out road/rail plant operations	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out road/rail plant operations	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during road/rail plant operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out road/rail plant operations in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use of tools and equipment - specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to road/rail plant operations, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out road/rail plant operations	5.1	Request and select resources associated with the work in relation to consumables, materials, tools, ancillary equipment, attachments and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, fittings, fuels, oils and lubricants - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out the work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when preparing to and operating road/rail plant	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and operating road/rail plant	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to prepare for and operate road/rail plant to the required specification	8.1	Demonstrate the following work skills when preparing to use and operate road/rail plant: <ul style="list-style-type: none"> - preparing, manoeuvring, configuring, placing, travelling, negotiating, setting, operating and removing. 			
		8.2	Use and maintain hand tools, ancillary equipment, attachments and/or accessories.			
		8.3	Prepare and operate road/rail adapted plant by placing on and off the rails, travelling to the work area and carrying out operations to given working instructions for one or more of the following: <ul style="list-style-type: none"> - lift, carry and/or transfer - extract - excavate - construct and/or form - receive and/or transport - access as a work platform - lay and/or distribute - compact - demolish and/or process. 			
		8.4	Shut down and secure road/rail plant.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - identify the characteristics of the road/rail plant for rail operations - prepare, set up and adjust for operational requirements - operate, maintain, shut down and secure road rail plant and machinery - identify the documentation and certification requirements for road rail plant, machinery, equipment and attachments - operate radios - recognise current signalling systems in use for road/rail plant - place plant and machine on and off the rails - identify the criteria for movements within possessions - recognise and avoid damage to axle counter equipment, force transducers and accelerometers 			
	8.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - avoid damage to infrastructure, including track, line-side and under-track equipment supporting structures, routes of cables and services - work on cants or gradients - negotiate points and crossings - move failed machines 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - be on the public highway - shut down and secure road/rail plant - use hand tools, ancillary equipment and accessories. 			
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out road/rail plant operations.			
	8.8	Describe how to maintain the hand tools, plant and machinery and ancillary equipment used for road/rail plant operations.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 45: Preparing and operating plant or machinery attachments in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	23

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating plant or machinery attachments in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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 the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of plant or machinery attachments	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing plant and machinery attachments. 			
2	Organise with others the sequence and operation of	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	plant or machinery attachment use	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during attachment use.			
3	Know how to comply with relevant legislation and official guidance when preparing and using plant or machinery attachments	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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 applicable to attachment use. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
4	Maintain safe and healthy working practices when preparing for and using plant or	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when using attachments.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out plant or machinery			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
	machinery attachments		operations using attachments in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use and storage of tools and equipment - specific risks to health. 		
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to use of plant or machinery attachments, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 		
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.		
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other particular task-related activities.		
5	Request and select the required quantity	5.1	Request and select resources associated with own work in relation to consumables, materials, attachments, tools and ancillary equipment.		

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	and quality of resources to prepare for and use plant or machinery attachments	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - fittings, fuels, oils and lubricants - attachments, accessories - hand tools and ancillary equipment. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.4	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedure to carry out the work using relevant attachments.			
6	Minimise the risk of damage to the work and surrounding area when preparing for and using plant or	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	machinery attachments		activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and using plant or machinery attachments	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			
8	Comply with the given contract information to prepare for and operate plant or machinery attachments to the required specification	8.1	Demonstrate the following work skills when preparing for and using attachments: <ul style="list-style-type: none"> - preparing, configuring, aligning, fitting, connecting, fastening, adjusting, securing, checking, manoeuvring, operating, disconnecting, removing and storing. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, fit and operate plant or machinery attachments to given working instructions for one or more of the following tasks:			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - lift and transfer - cut, shear or sever - bore or drill - drive - hammer - vibrate - removal - compact or level - mixing - access (as a work platform) - demolish or process. 			
		8.4 Remove attachments from host plant following operations and leave in a safe situation.			
		8.5 Shut down and secure the host item of plant and attachment.			
		8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify relevant attachment documentation - select attachment compatible to the plant and machinery for: lifting, transferring, cutting, shearing, severing, boring, drilling, driving, hammering, vibrating, removing, compacting, levelling, mixing, accessing, demolishing and processing 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - configure host plant or machinery to accept attachments - fit attachments - operate, maintain, manoeuvre, shut down and secure plant with an attachment 			
	8.7	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - recognise signals to fit and remove attachments - disconnect attachments - remove attachments and move plant and machinery - secure and store attachments - transport attachments - use hand tools and equipment. 			
	8.8	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and using plant or machinery attachments.			
	8.9	Describe how to maintain the plant and machinery, hand tools, attachments and ancillary equipment used to carry out the work.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 46: Preparing and operating wheeled loading shovels to excavate in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	87

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating wheeled loading shovels to excavate in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of wheeled loading shovels to carry out excavating operations	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of wheeled loading shovels for excavation work. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which excavating operations using wheeled loading shovels are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during excavating operations using wheeled loading shovels.			
3	Know how to comply with relevant legislation and official guidance when carrying out excavating operations using wheeled loading shovels	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out excavating operations using wheeled loading shovels	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during excavating operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out excavating operations using wheeled loading shovels in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to wheeled loading shovel use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out excavating operations using wheeled loading shovels	5.1	Request and select resources associated with wheeled loading shovels in relation to consumables, materials, attachments, tools and ancillary equipment.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and excavation aids - hand tools, ancillary equipment and accessories 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify quantity, weight, length and area associated with the method/procedures to carry out excavating operations using wheeled loading shovels.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when preparing to and excavating materials	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and excavating materials	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to excavate materials using wheeled loading shovels to the required specification	8.1	Demonstrate the following work skills when preparing for and excavating using wheeled loading shovels: <ul style="list-style-type: none"> - checking, adjusting, communicating, operating, manoeuvring, positioning, excavating, measuring and removing. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, position, set up and operate wheeled loading shovels to given working instructions to: <ul style="list-style-type: none"> - excavate materials - load and/or stockpile excavated materials. 			
		8.4	Shut down and secure wheeled loading shovels.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the wheeled loading shovel used for excavating operations - carry out function checks for excavation work - identify the area to be excavated - prepare, set up and adjust for operational requirements - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - identify geological, environmental and material changes and report - check to avoid damage to structures and utilities service apparatus 			
	8.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - excavate accurately to line and level - form stockpiles - use equipment to gauge and measure - be on the public highway - excavate, remove and load materials safely and securely - shut down and secure wheeled loading shovels - use hand tools, ancillary equipment and accessories. 			
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and carrying out excavating operations.			
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to excavate materials.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 47: Preparing and operating skid steer loaders to excavate in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	67

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 excavate in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of skid steer loaders to carry out excavating operations	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of skid steer loaders for excavation work. 			
2	Organise with others the sequence and operation in	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	which excavating operations using skid steer loaders are to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during excavating operations using skid steer loaders.			
3	Know how to comply with relevant legislation and official guidance when carrying out excavating operations using skid steer loaders	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> - 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
4	Maintain safe and healthy working practices when preparing for and carrying out excavating	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during excavating operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out excavating			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
	operations using skid steer loaders		operations using skid steer loaders in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of plant or machinery - safe use and storage of tools and equipment - specific risks to health. 		
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to skid steer loader use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 		
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.		
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.		
5	Request and select the required quantity	5.1	Request and select resources associated with skid steer loaders in relation to consumables, materials, attachments, tools and ancillary equipment.		

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	and quality of resources to prepare for and carry out excavating operations using skid steer loaders	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and excavation aids - hand tools, ancillary equipment and accessories 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify quantity, weight, length and area associated with the method/procedures to carry out excavating operations using skid steer loaders.			
6	Minimise the risk of damage to the work and surrounding area when preparing to and excavating materials	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and excavating materials	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			
8	Comply with the given contract information to excavate materials using skid steer loaders to the required specification	8.1	Demonstrate the following work skills when preparing for and excavating using skid steer loaders: <ul style="list-style-type: none"> - checking, adjusting, communicating, operating, manoeuvring, positioning, excavating, measuring and removing. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, position, set up and operate skid steer loaders to given working instructions to:			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - excavate materials - load and/or stockpile excavated materials. 			
		8.4 Shut down and secure skid steer loaders.			
		8.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the skid steer loader used for excavating operations - carry out function checks for excavation work - identify the area to be excavated - prepare, set up and adjust for operational requirements - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify geological, environmental and material changes and report - check to avoid damage to structures and utilities service apparatus 			
		8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - excavate accurately to line and level - form stockpiles - use equipment to gauge and measure - be on the public highway - excavate, remove and load materials safely and securely - shut down and secure skid steer loaders - use hand tools, ancillary equipment and accessories. 			
		8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing for and carrying out excavating operations.			
		8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to excavate materials.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 48: Preparing and operating plant or machinery to sweep, clean or clear in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	58

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating plant or machinery to sweep, clean or clear in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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 the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of plant or machinery to sweep, clean or clear	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, work instructions, manufacturers' information, waste carriers register and current regulations governing the operation of plant or machinery. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which sweeping, cleaning or clearing operations using plant or machinery are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during sweeping, cleaning or clearing operations with plant or machinery.			
3	Know how to comply with relevant legislation and official guidance when carrying out sweeping, cleaning or clearing operations	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and operating plant or machinery to sweep, clean or clear	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during sweeping, cleaning or clearing operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out sweeping, cleaning or clearing operations using plant or machinery in relation to the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to plant or machinery use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out sweeping, cleaning or clearing operations using plant or machinery	5.1	Request and select resources associated with sweeping, cleaning or clearing operations in relation to consumables, materials, tools, ancillary equipment and accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables - brushes, hoses and nozzles - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, bearing, pressure, quantity, length and area associated with the			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			method/procedures to operate plant or machinery for sweeping, cleaning or clearing operations.			
6	Minimise the risk of damage to the work and surrounding area when preparing for and operating plant or machinery to sweep, clean or clear	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and operating plant or machinery to sweep, clean or clear	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to operate plant or machinery to sweep, clean or clear to the required specification	8.1	Demonstrate the following work skills when preparing for, and operating plant or machinery to sweep, clean or clear: <ul style="list-style-type: none"> - checking, preparing, refilling, replenishing, setting up, aligning, engaging, adjusting, manoeuvring, emptying, washing out, clearing and cleaning. 			
		8.2	Use and maintain hand tools and ancillary equipment.			
		8.3	Prepare, set up and operate plant or machinery to sweep and carry out two or more of the following operations to given working instructions: <ul style="list-style-type: none"> - tipping of lifted materials - scrub clean - hose clean, wet sweep - pressure wash clean - empty or clear by suction - blow clear. 			
		8.4	Shut down and secure plant or machinery.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> - identify the characteristics of the plant, machinery and equipment used to sweep, clean and clear - liaise with site representative - complete pre-use and post stop checks for sweeper, cleaner, clearer and ancillary equipment 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> - carry out functional checks - identify the area to be swept, cleaned and cleared - check to avoid damage to structures, utilities service apparatus, vehicles, people and animals - prepare, set up and adjust for operational requirements, safety and security - operate plant, machinery and equipment; gears, clutch, brake, steering, reversing aids, speed and position for sweeping, cleaning and clearing patterns, sequences and operations - monitor operations making use of audio and visual aids - identify and deal with waste streams - empty and discharge hopper and dispose of lifted materials - recognise and avoid fly tipping - form stockpiles - replenish, refill water from remote hydrants - monitor brush wear - recognise and determine when specialist skills and knowledge are required and report accordingly - be on the public highway - deal with spills of oil, diesel, petrol and chemicals - washout hopper - operate in various conditions, day, night, low light, restricted visibility, changing weather conditions - shut down and secure plant or machinery 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		- use hand tools, ancillary equipment and accessories.			
	8.6	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and operating plant or machinery to sweep, clean or clear.			
	8.7	Describe how to maintain the plant or machinery, hand tools, ancillary equipment and accessories used to sweep, clean or clear.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 49: Controlling, directing and guiding the operation of plant or machinery in the workplace

Level: 2

Unit type: Optional

Guided learning hours: 60

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in controlling, directing and guiding the operation of plant or machinery in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to controlling, directing and guiding the operation of plant or machinery	1.1	Interpret and extract relevant information from specifications, schedules, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, work instructions, manufacturers' information and official guidance for controlling, directing and guiding the operations of plant and machinery. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which directing and guiding operations are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during directing and guiding the operation of plant and machinery.			
3	Know how to comply with relevant legislation and official guidance when carrying out controlling, directing and guiding operations of plant or machinery	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when controlling, directing and guiding the operation of plant and machinery	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during controlling, directing and guiding the operation of plant and machinery.			
		4.2	Demonstrate compliance with given information and relevant legislation when controlling, directing and guiding the operation of plant and machinery in relation to two or more of the following: <ul style="list-style-type: none"> - safe use and storage of tools - safe use and storage of equipment - specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to directing and guiding operations of plant and machinery, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Select the required quantity and quality of resources to direct and guide the operation of plant and machinery	5.1	Select resources associated with directing and guiding the operation of plant and machinery in relation to hand tools, ancillary equipment, and signalling and communication equipment.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - signalling and communication equipment - hand tools and ancillary equipment - electronic guidance equipment, global positioning systems and laser marking devices - measuring equipment (pegs, tapes, strings, lines and levels). 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.6	Describe how to identify weight and bearing pressures quantity, length, area and volume associated with the method/procedure for controlling, directing and guiding the operation of plant and machinery.			
6	Minimise the risk of damage to the work and surrounding area when controlling, directing and guiding the operation of plant and machinery	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when controlling, directing and guiding the operation of	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	plant and machinery		<ul style="list-style-type: none"> organisational procedures for reporting circumstances which will affect the work programme. 			
8	Comply with the given contract information to control, direct and guide the operation of plant or machinery to the required specification	8.1	Demonstrate the following work skills when controlling, directing and guiding the operation of plant or machinery: <ul style="list-style-type: none"> measuring, gauging, estimating, interpreting, judging, explaining, preparing, commanding, directing, guiding, indicating, informing, instructing, signing, positioning, moving, securing, signalling and relaying. 			
		8.2	Use and maintain hand tools, ancillary equipment, and signalling and communication equipment.			
		8.3	Control, direct and guide the operation of plant or machinery not being used for lifting operations, but including plant or machinery used as work platforms, to given working instructions, relating to the following: <ul style="list-style-type: none"> hand signals hand signalling equipment verbal and electronic communication equipment. 			
		8.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> identify the differences between directing and guiding operations, directing and guiding movement and slinging and signalling interpret work plans 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> - assess and determine the operation of plant and machinery (not being used for lifting operation but including plant or machinery used as work platforms) to include own position, visibility, ground conditions and features, proximity hazards and weight limits - identify the operational characteristics and limitations of plant and machinery, width, length, height, radius, reach, capacity - recognise blind-spots, potential crush zones and other limitations to operator visibility 			
	<p>8.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - control, direct and guide the operation of plant and machinery not being used for lifting operations to extract, excavate, construct, form, receive, transport, access, lay, distribute, compact, process, sweep, clean and clear - assess and determine the movement of extracted and excavated materials or commodities including the formation and removal of stockpiles, unloading, discharging and loading - control, direct and guide the operation of plant and machinery not being used for lifting operations on rough, uneven terrain and in areas of restricted movement 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - ensure the integrity of equipment, structures, materials and components close to operations while directing and guiding 			
	8.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - recognise and utilise measurement and operation monitoring aids, pegs, tapes, strings, lines and levels, electronic guidance equipment, global positioning systems and laser marking devices - check measurements - signal and communicate following recognised and agreed operational procedures - recognise requirements for working on public highways - recognise and determine when specific skills and knowledge are required and report accordingly - use hand tools, ancillary equipment, and signalling and communication equipment. 			
	8.7	<p>Describe the needs of other occupations and how to effectively communicate within a team when controlling, directing and guiding the operation of plant and machinery.</p>			
	8.8	<p>Describe how to maintain hand tools, ancillary equipment, signalling and communication equipment used to control, direct and guide the operation of plant and machinery.</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 50: **Setting out secondary dimensional work control in the workplace**

Level:	2
Unit type:	Optional
Guided learning hours:	23

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in setting out secondary dimensional work control in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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 the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to setting out dimensional control of the work	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and reference points.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, reference points and current regulations governing buildings and construction work. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance to set out dimensional control of the work	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
3	Maintain safe and healthy working practices when setting out dimensional control of the work	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during setting out dimensional control of the work.			
		3.2	Demonstrate compliance with given information and relevant legislation when setting out dimensional control of the work in relation to two or more of the following: <ul style="list-style-type: none"> – safe use of access equipment/working platforms – safe handling of materials – safe use and storage of materials, tools and equipment 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - specific risks to health. 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to setting out dimensional control of the work, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 			
		3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
4	Select the required quantity and quality of resources to set out dimensional	4.1 Select resources associated with the work in relation to measuring tools and instruments, marking materials/components, tools and equipment.			
		4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to:			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	control of the work		<ul style="list-style-type: none"> - measuring tools and instruments - marking equipment - level and alignment tools. 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to identify quantity of resources associated with the method/procedure to set out for secondary dimensional work control.			
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 in accordance with safe working practices and organisational procedures.			
		5.2	Prevent damage and maintain a clean work area.			
		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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 setting out dimensional control of the work	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			
7	Comply with the given contract information to set out dimensional control of the work to the required specification	7.1	Demonstrate the following work skills when setting out dimensional control of the work: <ul style="list-style-type: none"> - transferring, transposing, levelling, measuring, marking, positioning, fixing and securing. 			
		7.2	Use and maintain hand tools, measuring and marking equipment.			
		7.3	Set out secondary dimensional control for the work to given working instructions for three or more of the following: <ul style="list-style-type: none"> - line - level - depth 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - area - height - angle. 			
	7.4	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - measure and set out secondary dimensional control for the work - measure, align and level to dimensional control requirements - transfer and set out lines, angles and levels to dimensional control requirements - recognise and determine when specific skills and knowledge are required and report accordingly - use hand tools, measuring and marking equipment - work at height - use access equipment. 			
	7.5	Describe how to calculate height, depth, angle, length and area associated with the method/procedure to set out secondary dimensional work control.			
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when setting out dimensional control of the work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.7	Describe how to maintain the hand tools, measuring, marking and ancillary and equipment used to set out dimensional control of the work.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 51: Moving, handling and storing resources in the workplace

Level: 2

Unit type: Optional

Guided learning hours: 17

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in moving, handling and storing resources in the workplace in the relevant sector of the industry.

Unit assessment requirements

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Comply with given information when moving, handling and/or storing resources.	1.1	Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation.			
		1.2	Interpret the given information relating to the use and storage of lifting aids and equipment.			
		1.3	Describe the different types of technical, product and regulatory information, their source and how they are interpreted.			
		1.4	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.5	Describe how to obtain information relating to using and storing lifting aids and equipment.			
2	Know how to comply with relevant legislation and official guidance	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> - in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	when moving, handling and/or storing resources		materials and by manual handling and mechanical lifting.			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making the reports.			
		2.4	State the appropriate types of fire extinguishers relevant to the work.			
		2.5	Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.			
3	Maintain safe working practices when moving, handling and/or storing resources.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources.			
		3.2	Use lifting aids safely as appropriate to the work.			
		3.3	Protect the environment in accordance with safe working practices as appropriate to the work.			
		3.4	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<p>of each type, the work situation, occupational use and the general work environment, in relation to:</p> <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV). 			
		3.5	Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.			
		3.6	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			
4	Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources	4.1	Select the relevant resources to be moved, handled and/or stored, associated with own work.			
		4.2	<p>Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to:</p> <ul style="list-style-type: none"> - lifting and handling aids - container(s) - fixing, holding and securing systems. 			
		4.3	Describe how the resources should be handled and how any problems associated with the resources are reported.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
5	Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources	5.1	Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Dispose of waste and packaging in accordance with legislation.			
		5.3	Maintain a clean work space when moving, handling or storing resources.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when moving, handling and/or storing resources	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> - progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			
7	Comply with the given occupational resource information to move, handle and/or store resources to the required guidance	7.1	Demonstrate the following work skills when moving, handling and/or storing occupational resources: <ul style="list-style-type: none"> - moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques. 			
		7.2	Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: <ul style="list-style-type: none"> - sheet material - loose material - bagged or wrapped material - fragile material - tools and equipment - components - liquids. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources.			
		7.4	Describe the needs of other occupations when moving, handling and/or storing resources.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 52: Preparing and operating suction and vacuum excavators to extract in the workplace

Level:	2
Unit type:	Optional
Guided learning hours:	167

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating suction and vacuum excavators to extract in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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 the endorsements detailed within the relevant NVQ structure. Please refer to the NVQ structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and operation of suction and vacuum excavators to extract	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of suction and vacuum excavators to extract. 			
2	Organise with others the sequence and operation in	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	which suction and vacuum excavator operations to extract are to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during operations using suction and vacuum excavators to extract.			
3	Know how to comply with relevant legislation and official guidance when carrying out suction and vacuum excavator operations to extract	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
4	Maintain safe and healthy working practices when preparing for and carrying	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during suction and vacuum excavation operations to extract.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
out suction and vacuum excavator operations to extract	4.2	Demonstrate compliance with given information and relevant legislation when carrying out suction and vacuum excavation operations to extract in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health. 				
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to suction and vacuum excavators to extract use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – local exhaust ventilation (LEV) – personal protective equipment (PPE) – respiratory protective equipment (RPE). 				
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.				
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.				

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 suction and vacuum excavation operations to extract	5.1	Request and select resources associated with suction and vacuum excavation to extract in relation to consumables, materials, attachments, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and plant or machinery aids - hand tools, ancillary equipment and accessories. 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, bearing, pressure, quantity, length and area associated with the method/procedures to carry out suction and vacuum excavation operations to extract.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when preparing to and carrying out suction and vacuum excavation operations to extract	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and carrying out suction and vacuum excavation operations to extract	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to carry out suction and vacuum excavations operations to extract to the required specification	8.1	Demonstrate the following work skills when preparing for and excavating materials using suction and vacuum excavation to extract: <ul style="list-style-type: none"> - checking, adjusting, communicating, manoeuvring, positioning, measuring, extracting and removing. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, set up, position and operate suction and vacuum excavators to given working instructions <ul style="list-style-type: none"> - extract different types of materials. 			
		8.4	Shut down and secure.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify them, to: <ul style="list-style-type: none"> - identify the characteristics of the suction and vacuum excavator used for the suction and vacuum extraction operation - carry out function checks for the suction and vacuum extraction operation - prepare, set up and adjust for operational requirements - identify the area of work 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify geological, environmental and material changes and report - check to avoid damage to structures and utilities service apparatus - recognise and determine when specific skills and knowledge are required and report accordingly - extract materials safely and securely - be on the public highway - use hand tools, ancillary equipment and accessories. 			
		8.6 Describe the needs of other occupations and how to communicate effectively within a team when preparing to and carrying out extracting operations.			
		8.7 Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to carry out extracting operations.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 53: Preparing and operating suction and vacuum excavators to excavate in the workplace

Level:	3
Unit type:	Optional
Guided learning hours:	167

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in x in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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 the endorsements detailed within the relevant NVQ structure. Please refer to the NVQ structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of suction and vacuum excavators to carry out excavating operations	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> - drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of suction and vacuum excavators for excavation work. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which excavating operations using suction and vacuum excavators are to be carried out	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			
		2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during excavating operations using suction and vacuum excavators.			
3	Know how to comply with relevant legislation and official guidance when carrying out excavating operations using suction and vacuum excavators	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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. 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out excavating operations using suction and vacuum excavators	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during excavating operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out excavating operations using suction and vacuum excavators in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health. 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to suction and vacuum excavators use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
5	Request and select the required quantity and quality of resources to prepare for and carry out excavating operations using suction and vacuum excavators	5.1	Request and select resources associated with suction and vacuum excavators in relation to consumables, materials, attachments, tools and ancillary equipment.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> - consumables, lubricants and fuels - attachments and excavation aids - hand tools, ancillary equipment and accessories 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.6	Describe how to identify quantity, weight, length and area associated with the method/procedures to carry out excavating operations using suction and vacuum excavators.			
6	Minimise the risk of damage to the work and surrounding area when preparing to and excavating materials	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and excavating materials	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> organisational procedures for reporting circumstances which will affect the work programme. 			
8	Comply with the given contract information to excavate materials using suction and vacuum excavators to the required specification	8.1	Demonstrate the following work skills when preparing for and excavating using suction and vacuum excavators: <ul style="list-style-type: none"> checking, adjusting, communicating, operating, manoeuvring, positioning, excavating, measuring and removing. 			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, position, set up and operate suction and vacuum excavators to given working instructions to: <ul style="list-style-type: none"> excavate materials load and/or stockpile excavated materials. 			
		8.4	Shut down and secure suction and vacuum excavators.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> identify the characteristics of the suction and vacuum excavators used for excavating operations carry out function checks for excavation work identify the area to be excavated prepare, set up and adjust for operational requirements 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify geological, environmental and material changes and report - check to avoid damage to structures and utilities service apparatus 			
	8.6	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - recognise and determine when specific skills and knowledge are required and report accordingly - excavate accurately to line and level - form stockpiles - use equipment to gauge and measure - be on the public highway - excavate, remove and load materials safely and securely - shut down and secure suction and vacuum excavators - use hand tools, ancillary equipment and accessories. 			
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and carrying out excavating operations.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to excavate materials.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

12 Further information and useful publications

Key publications

- *Access Arrangements and Reasonable Adjustments* (Joint Council for Qualifications (JCQ))
- *Centre Guidance: Dealing with Malpractice* (Pearson)
- *Centre Guide to Quality Assurance Pearson NVQ/SVQ and Competence-based Qualifications* (Pearson)
- *Collaborative and Consortium Arrangements for the Delivery of Vocational Qualifications Policy* (Pearson)
- *Delivery Guidance and Quality Assurance Requirements for NVQ/SVQ and Competence-based Qualifications* (Pearson)
- *Enquiries and Appeals about Pearson Vocational Qualifications Policy* (Pearson)
- *Equality and Diversity Policy* (Pearson)*Guide for Centres to Enrolling onto Qualifications* (Pearson)
- *Guide for Centres to Enrolling onto Qualifications* (Pearson)
- *Quality Assurance Handbook BTEC Apprenticeship* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *Suspected Malpractice in Examinations and Assessments Policies and Procedures* (Joint Council for Qualifications (JCQ))
- *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units* (Pearson)
- *UK Information Manual* (Pearson)
- *Use of Languages in Qualifications Policy* (Pearson).

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of SVQ/competence-based qualifications are available on our website.

To order publications, please go to the resources page of our website.

For books, software and online resources for UK schools and colleges, please go to: www.pearsonschoolsandfecolleges.co.uk

13 Professional development and training

Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

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

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com/en/support/contact-us.html.

Online support: find the answers to your questions in *Knowledge Base*, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

14 Contact us

To get in touch with us, please visit our 'Contact us' pages for Pearson Work Based Learning customers:

<http://qualifications.pearson.com/en/support/support-for-you/work-based-learning/contact-us.html>

Annexe A: Assessment strategy

Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs)

Introduction

This assessment strategy¹ provides principles and guidance to awarding organisations so the assessment of units within qualifications denoted as NVQs in the²Regulated Qualification Framework (RQF) and SVQs in the Scottish Credit and Qualification Framework (SCQF) is valid, effective and consistent, and has credibility across the Construction and Built Environment sector. This is a consolidated ConstructionSkills Assessment Strategy covering construction and the built environment – craft, operative, supervisory, technical, managerial and professional NVQs and SVQs.

These principles are in addition to the requirements that awarding organisations must meet for the delivery of qualifications as required by the qualification regulators' documentation.

This consolidated assessment strategy provides the overarching principles as systems may vary from one awarding organisation to another. Awarding organisations must consistently put these principles into practice.

Appendix A provides guidance to help awarding organisations incorporate relevant parts of these principle requirements in their documentation.

Appendix B provides additional information on assessment guidance for awarding organisations relevant to specific NVQ or SVQ qualifications and units.

Appendix C provides guidance on the use of simulation; it is a SSC's responsibility to define the acceptability of evidence from simulation in the context of National Occupational Standards (NOS) and NVQs/SVQs. Simulation will only usually apply as a result of one or more of the listed constraints.

Appendix D provides guidance on Scottish Vocational Qualifications at SCQF Level 6 and related Industry Skills Tests.

Awarding organisations must make this Strategy and the appendices available to assessors, verifiers, candidates and assessment centres.

¹ Please note that there is now a separate Assessment Strategy for Construction and the Built Environment – Plant and Lifting Operations. This assessment strategy will also apply where plant or lifting units, sourced from the Plant Operations or Controlling Lifting Operations' suite of units, are used in other NVQs and SVQs

² Please note that the Consolidated Assessment Strategy will also apply to existing learners currently registered to the Qualifications and Credit Framework (QCF) until they achieve their qualification.

Principles

1. External quality control of assessment

1.1 Awarding organisations must use risk management for external quality control of assessment. They must evaluate all external verification reports and other data relating to assessment centres. Awarding organisations must address any risks relating to quality control, considering the sector assessment strategy requirements for:

- workplace evidence
- the use of simulation
- the occupational competence of assessors and verifiers.

1.2 The monitoring and standardisation of assessment decisions must be achieved by robust and strong internal and external verification systems that meet the requirements of the qualification regulators' documentation.

1.3 Awarding organisations must be members of the sector's Built Environment Awarding Body Forum. Members will be expected to provide feedback on National Occupational Standards (NOS), NVQs or SVQs, including aspects informing incremental change.

1.4 The Forum will, in respect of this strategy:

- build on the good relationships with awarding organisations
- provide opportunities to identify and address particular issues of external quality control
- contribute to improving quality and consistency
- support awarding organisations to monitor assessment centres' performance to identify areas and levels of risk
- provide information and statistics about take-up and completion, as well as trends and developments that can be used by ConstructionSkills and awarding organisations to identify any problem areas and agree remedial action
- discuss matters concerning quality assurance, as well as providing the opportunity to identify issues arising from implementation of NOS and related vocational qualifications
- inform the continuous improvement of NOS, and awards derived from them
- identify and share best practices to build a whole industry approach to pursue excellence in education and work-based learning and assessment process to achieve competence.

1.5 Awarding organisations and their partners, assessment centres, verifiers and assessors must maintain robust and transparent operational arrangements. They must preserve independence in assessment, certification and quality assurance processes. Awarding organisations must ensure clear separation of their NVQ/SVQ assessment responsibilities from their industry, training, membership, certification, accreditation and commercial interests and resolve any conflicts of interest.

1.6 Where e-assessment is used, it must meet the requirements of the qualification regulators' documentation.

2. Aspects to be assessed through performance in the workplace

2.1 Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This includes naturally occurring documentary evidence (hard copy and electronic), direct observation of activities and witness testimony as relevant. ConstructionSkills' National Working Groups will specify any exceptions to this position (see section 3).

Workplace evidence must be supported by the required evidence of knowledge and understanding. This evidence may be identified by:

- questioning the candidate
- recognised industry education and training programme assessment or professional interview assessment that has been matched to NOS requirements
- performance evidence.

2.2 A holistic approach towards the collection of evidence should be encouraged. The focus should be on assessing activities generated by the whole work experience rather than focusing on specific tasks. This would show how evidence requirements could be met across the qualification to make the most efficient use of evidence. Appendix A suggests standard evidence notes for awarding organisations.

3. How simulated working conditions may be used to assess competence

3.1 Simulations (designed situations for producing artificially generated evidence) may only be used where candidates are prevented from gathering direct evidence from the workplace in the normal way because:

- there are hazards
- it is difficult to distinguish individual performance in team situations
- circumstances occur infrequently or long term results are involved
- confidentiality is important
- there are organisational constraints.

3.2 Any instances where simulation is considered to be acceptable as an alternative (to direct workplace evidence) means of generating evidence, will be determined by the relevant ConstructionSkills National Working Group and stated in the unit. Appendix A suggests standard evidence notes for awarding organisations.

3.3 The ConstructionSkills National Working Group will determine and specify on the required realistic working environment and context to be adopted. This could include appropriate:

- tools, equipment and instruments
- materials
- types of contingencies
- standards and quality specifications
- real timescales
- quantities of work
- physical conditions
- relationships with people
- types of interaction
- communication methods and media
- information and data.

3.4 Where simulated evidence is stated as acceptable in the unit, the circumstances and requirements for the simulation needs to be confirmed by discussions between the candidate and the assessor, and which are then agreed by the internal and external verifiers.

3.5 Where other Standard Setting Bodies' units are imported into a ConstructionSkills suite, the evidence requirements of the originating body will be adopted and specified.

4. Occupational expertise requirements for assessors and verifiers

4.1 Awarding organisations must ensure that **assessors:**

4.1.1 have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed. This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement or references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

4.1.2 have sufficient occupational expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements

4.1.3 only assess in their acknowledged area of occupational competence

4.1.4 have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy (this document)

4.1.5 are prepared to participate in activities for their continued professional development

4.1.6 hold, or are working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment':

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment
- RQF/QCF Level 3 Award in Assessing Vocationally Related Achievement
- RQF/QCF Level 3 Certificate in Assessing Vocationally Related Achievement
- RQF/QCF Level 3 Certificate in Assessing Vocational Achievement
- an appropriate Assessor qualification in the SCQF as identified by SQA Accreditation

or hold one of the following

- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence

Holders of A1 and D32/33 must assess to the current National Occupational Standards (NOS) for Learning and Development.

In Scotland, approval for exemptions must be obtained from SQA Accreditation.

4.2 Awarding organisations must ensure that **internal verifiers:**

4.2.1 have sufficient, verifiable, relevant up to date experience, knowledge and understanding of the occupational working area at, or above, the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. Internal verifiers' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement or references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

4.2.2 have expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements

4.2.3 have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy (this document)

4.2.4 are prepared to participate in activities for their continued professional development

4.2.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment:

- RQF/QCF Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- RQF/QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- an appropriate Internal Verifier qualification in the SCQF as identified by SQA Accreditation

or hold one of the following

- V1 Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process

Holders of V1/D34 must quality assure to the current National Occupational Standards (NOS) for Learning and Development.

It is strongly recommended that within the role of Internal Quality Assurance one of the following qualifications is held.

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment

- RQF/QCF Level 3 Certificate in Assessing Vocational Achievement
- an appropriate Assessor qualification in the SCQF as identified by SQA Accreditation or one of the following:
 - A1 Assess candidates using a range of methods
 - D32/33 Assess candidate performance, using differing sources of evidence.

4.3 Awarding organisations must ensure that **external verifiers:**

4.3.1 have sufficient, verifiable, relevant experience, knowledge and a broad understanding of the occupational working area at, or above, the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about internal verification and assessment processes and decisions. External verifiers' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement or references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

4.3.2 have sufficient expertise so they have an up to date experience, knowledge and understanding of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements

4.3.3 have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy (this document)

4.3.4 are prepared to participate in activities for their continued professional development

4.3.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment':

- RQF/QCF Level 4 Award in the External Quality Assurance of the Assessment Process and Practice
- RQF/QCF Level 4 Certificate in Leading the External Quality Assurance of Assessment
- an appropriate External Verifier qualification in the SCQF as identified by SQA Accreditation

or hold one of the following

- V2 Conduct external quality assurance of the assessment process
- D35 Externally verify the assessment process

Holders of V2/D35 must quality assure to the current National Occupational Standards (NOS) for Learning and Development.

It is strongly recommended that within the role of External Quality Assurance one of the following qualifications is held at Level 3 and Level 4.

Level 3:

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment

- RQF/QCF Level 3 Certificate in Assessing Vocational Achievement
- an appropriate Assessor qualification in the SCQF as identified by SQA Accreditation or one of the following
- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence

Level 4:

- RQF/QCF Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- RQF/QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- an appropriate Internal Verifier qualification in the SCQF as identified by SQA Accreditation
- V1 Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process

4.4 Selection and appointment of **assessors and verifiers**

All applicants should be advised that they may be interviewed. Applicants' CVs should be profiled against the activities and range of the NVQ/SVQ(s) they will assess/verify to check that the applicant has the relevant current experience, knowledge and understanding of the occupational working area:

- at, or above, the level they will be assessing
- of sufficient depth to credibly verify judgements and assessments
- to uphold the integrity of the NOS and this Consolidated Assessment Strategy. All assessors should have experience as well as, not in lieu of, qualifications.

Where there seem to be gaps in a potentially suitable applicant's experience and knowledge, the applicant should be interviewed. Successful applicants' CVs, profiling, reasons for not needing to interview and interview records should be available for audit.

Appendix A

ConstructionSkills' standard evidence notes for awarding organisations

These guidance notes have been produced to ensure consistency in interpreting the principles set out in sections 2 and 3 of the ConstructionSkills' Assessment Strategy. The notes should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for construction and built environment – craft, supervisory, technical, managerial and professional NVQs/SVQs. The following general standard notes are strongly recommended for adoption by awarding organisations in their assessment specification:

Standard note 1:

"Taken as a whole, the evidence must show that the candidate consistently meets all the following performance criteria/learning outcomes and assessment criteria across the scope/range."

Standard note 2:

"There must be workplace evidence against each performance criterion/learning outcome and assessment criterion. Where the workplace evidence does not cover the whole scope/range, knowledge evidence must be provided to cover the remaining items of scope/range for each relevant performance criterion/learning outcome and assessment criterion."

Standard note 3:

"Knowledge evidence may be established from questioning the candidate, or from industry recognised industry education and training programme assessment, or professional interview assessment, that has been matched to the requirements of the National Occupational Standards. Such assessments should also have their own independent external assessment, moderation or verification. A candidate's knowledge and understanding can also be demonstrated through presented performance evidence."

Standard note 4: Either:

"Simulations are not considered to be acceptable for producing this evidence."

OR

"Simulations are considered to be an acceptable alternative for producing evidence for the following item(s) which is/are considered to be rare/infrequent, but key/critical to demonstrating competence. The following realistic working environment and context must be adopted for the simulation, with appropriate: tools, equipment and instruments; materials; types of contingencies; standards and quality specifications; real

timescales; quantities of work; physical conditions; relationship with people; type of interaction; communication methods and media; information and data." [*include as appropriate]*

See also Annex C: 'Guidance on the use of simulation' which also includes guidance on the acceptable use and characteristics of simulation within N/SVQs during the current economic climate.

Appendix B

ADDITIONAL INFORMATION ON ASSESSMENT GUIDANCE FOR AWARDING ORGANISATIONS RELEVANT TO SPECIFIC NVQ OR SVQ QUALIFICATIONS AND UNITS

The information below should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for construction and built environment NVQs and SVQs. The following guidance is strongly recommended for adoption by awarding organisations in their assessment methodology.

Additional Information on the Assessment of CITB NVQ Units only

- CITB NVQ Unit Ref: 641 – Assessment Criteria 2.3 and 2.4
 - 2.3 – 'List the current Health and Safety Executive top ten safety risks' should be assessed as 'List the current common safety risks'.
 - 2.4 - 'List the current Health and Safety Executive top five health risks' should be assessed as 'List the current common health risks
- All CITB NVQ units – Assessment Criteria 1.4
 - 1.4 – 'State why and when health and safety control equipment, identified by the principles of protection' should be assessed as 'State why and when health and safety control equipment, identified by the principles of prevention'.

Thermal Insulation NVQ and SVQ units and qualifications

- Training Providers offering Thermal Insulation NVQ and SVQ units and qualifications:
 - must ensure that their Thermal Insulation assessors are registered with the Thermal Insulation Contractor Association (TICA) and are Thermal Installation installers with at least 5 years verifiable, relevant, current industry experience, knowledge and understanding of the occupational area at, or above the level being assessed. This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:
 - curriculum vitae and employer endorsement
 - references

- possession of a relevant NVQ/SVQ, or vocationally related qualification
- interview

(The verification process must be recorded and available for audit)

- will provide opportunities to identify and address particular issues of external control, including the assessment of Thermal Insulation NVQ/SVQ qualifications and Apprenticeship Standards.

Appendix C

Guidance on the use of simulation

Introduction

National Occupational Standards (NOS) are developed by Sector Skills Councils (SSCs) and describe the level of occupational competence required of a particular job role. NOS are then used to build National and Scottish Vocational Qualifications (NVQs/SVQs) that are competence based qualifications and demand assessment in a workplace environment.

Assessment of NVQs/SVQs through simulation is indicated where the achievement of valid and reliable assessment calls for evidence of performance under workplace conditions, but where it will be difficult to assess through normal working practice. This will usually apply as a result of one or more of the following constraints:

- activities which are inherently hazardous and where mistakes made in carrying them out would pose unacceptable risks to the candidate, other people, animals or property (e.g. electricity and gas sectors, fire service etc.)
- the costs incurred would be unacceptably high if mistakes were made during an activity and a candidate would therefore be required to 'prove' competence before progressing onto the actual work (e.g. handling rare or precious objects)
- situations where the qualities and outcomes of the candidate's behaviour are almost impossible to distinguish from those of their peers or colleagues, making authenticity uncertain (e.g. in some teamwork contexts)
- activities or situations which are sufficiently rare (e.g. where processes, such as a 'shut- down', may only occur on an annual basis)
- when the collection and/or review of evidence of workplace performance would intrude unacceptably on personal privacy or confidentiality, or would significantly alter the nature of an interaction or relationship (e.g. in some health care settings)
- a requirement to work with new techniques and/or work practices which may not be available in all workplaces.
- Where permitted, simulation can take one or a combination of the two following forms:
 - the candidate is presented with an activity to perform using equipment and/or in a location which replicates that found in the workplace
 - the candidate is presented with a situation to which they must respond; taking and playing the role they would expect to play in the workplace.

It is a SSC's responsibility to define the acceptability of evidence from simulation in the context of National Occupational Standards (NOS) and National and Scottish Vocational Qualifications (NVQs/SVQs). The ConstructionSkills Consolidated Assessment Strategy provides this guidance.

Guidance on the acceptable use and characteristics of simulation within NVQs/SVQs during the current economic climate

Due to the UK's economic recession over the past few years, ConstructionSkills had implemented flexibilities relating to simulation of NVQs/SVQs for displaced Apprentices and although there were small signs of a recovery in 2014 ConstructionSkills' agreed to extend these flexibilities for a further twelve months.

Now that the construction industry has shown definite signs of growth, these flexibilities were withdrawn on 31st March 2015. However in regard to Apprentices registered before the 1st January 2015 the flexibilities will remain in place until their completion date.

Therefore **only** for Apprentices who registered before the 1st January 2015 the following can apply:

In situations where a displaced or employed apprentice (this does not apply to full-time learners) will not be able to demonstrate evidence in the workplace within an acceptable time span, Awarding Bodies can arrange with their centres to apply the following principles.

1. Units cannot be assessed using simulation alone – there must be some supporting work- based evidence.
2. A centre's strategy for simulation must be examined and approved by the external verifier.
3. The location and environment of simulation must be agreed with the internal verifier prior to taking place, and must be checked by the internal verifier.
4. The **nature of the contingency** and the **physical environment must be realistic** and candidates should not be given any indication as to exactly what contingencies they may come across.
5. All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess, and all simulations must follow these documented plans.
6. There should be a range of simulation to cover the same aspect of the unit so that the risk of candidates successfully colluding is reduced.
7. All simulation must reflect the urgency with which the activity would normally be carried out and the normal time needed to complete it, including the usual complexity of factors affecting the activity.
8. All simulation should involve the same personnel as would normally be included (e.g. bricklayer, supervisor, labourer etc.) and also similar realistic facilities.

9. Any instances of insufficient work-based evidence must be supported by adequate supplementary evidence which might include questioning; interviews with professional discussion; work projects; case studies; special assignments; self-testimony.

ConstructionSkills would strongly recommend that centres explore strategies with the candidate's employers for obtaining work-based evidence before considering the use of simulation. Examples might include using Group Training Associations, thereby carrying out real jobs within the college/training centre and/or involvement with community projects.

Group Training Association (GTA) is the government term for a training group which also shares Apprentices. The GTA model is where a number of like-minded employers come together to create a separate business entity, which sources appropriate training and delivers Apprenticeships by providing work experience across the range of engaged businesses.

Appendix D

Guidance on Scottish Vocational Qualifications at SCQF Level 6 and related Industry Skills Tests

1 Introduction

This Appendix refers only to the SVQs in the following craft areas at SCQF Level 6

- Bricklaying
- Carpentry and Joinery
- Floorcovering
- Painting and Decorating
- Plastering
- Roofing Occupations
- Stonemasonry
- Wall and Floor Tiling
- Woodmachining

An Industry Skills Test Unit is included in the SVQ structures and involves the candidate attending a competence assessment in the final six months of the delivery of the SVQ. Successful achievement of this Skills Test/SVQ demonstrates that the learner has sufficient technical expertise, knowledge and skill to meet the expectations of employers in terms of Occupational Competence.

The Occupational Competence of learners must be assessed in accordance with industry requirements as prescribed in National Occupational Standards and Skills Testing Criteria available from CITB.

Learners should not be put forward for their Skills Test until they are deemed ready to be assessed as competent.

Simulation must take place for the Industry Skills Test Units. The activities that will be undertaken should demonstrate competence in these craft areas, as contained within each Skills Test Criteria.

2 Industry Skills Test

The Industry Skills Test is the final part of the assessment process for the SVQ. Each craft occupation will have its own arrangements developed by the Awarding Organisation which will be compliant with the Skills Test Criteria.

Details of these assessments will be based on Industry recommendations and will be developed by the Awarding Organisation. Each Awarding Organisation shall ensure a nationally consistent approach to Skills Testing for the industry/occupation concerned.

3 Arrangements to be made between Skills Test Providers and Awarding Organisations

3.1 The Skills Test is part of the assessment process/requirements for the qualification structures identified in this appendix. It is to be conducted at the end of the assessment process to confirm occupational competence.

3.2 Each industry will have its own requirements which are compatible to and reflect their particular necessities in terms of assessing occupational competence within the Skills Test Criteria. The arrangements will be agreed by Awarding Organisations and delivering centres accordingly.

3.3 The purpose of these arrangements is to define the roles and responsibilities of the Awarding Organisations and centres involved with facilitating, managing and administering the Skills Tests for each industry.

3.4 These arrangements only relate to the SVQs listed in this appendix of the assessment strategy or their revisions/replacements as determined by CITB.

4 Roles and Responsibilities

4.1 The Skills Test Criteria will be determined by CITB in partnership with industry employers and the Skills Test Specifications/Assessments will be determined by the Awarding Organisations.

4.2 The Skills Test venues and facilities will be provided by Awarding Organisations' approved centres and comply with the requirements identified in the Skills Test Criteria and Specifications developed by Awarding Organisations.

4.3 Awarding Organisation External Verifiers (EVs) will be responsible for quality assuring the Assessment Materials and Marking Guidance in accordance with the Awarding Organisation's compliance requirements. CITB will provide Awarding Organisations with a summary of the principles of the Skills Test marking regime and criteria as examples of best practice in terms of its integrity, robustness and consistency.

4.4 CITB will be responsible for the maintenance of the Skills Test Criteria.

5 Currency of these Arrangements

It is expected that the currency of these arrangements will match with the accreditation period of the qualifications, or units therein as relevant. CITB, in partnership with the Awarding Organisations will review the arrangements bi-annually or as appropriate, subject to any revisions to the qualifications.

6 Occupational expertise requirements for Industry Skills Test Assessors and Industry Expert Witnesses

6.1 Awarding organisations must ensure that assessors meet the occupational expertise requirements as detailed in section 4.1 of the Assessment Strategy.

The Assessors role is to uphold the integrity and standards during the test and to make judgement and final assessment decisions after the test. Final assessment decisions should be accurately recorded for evidence (including photographic)

6.2 Skills Test Industry Expert Witnesses:

- must not employ any of the candidates involved in the Skills Test to ensure an independent observation
- must have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area being assessed. This must be of sufficient depth to be effective and reliable when observing the marking of the Skills Test. Expert Witnesses' experience, knowledge and understanding could be verified by either of the following -
 - curriculum vitae
 - references
 - possession of a relevant vocationally related qualification
 - corporate membership of a relevant professional institution
 - interview
- must only observe in their acknowledged area of occupational competence
- have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and this appendix
- are prepared to participate in training activities for their continued professional development

6.3 Selection and appointment of Skills Test Industry Expert Witnesses

All applicants should be advised that they may be interviewed. Applicants' CVs should be profiled against the activities and range of the occupational area they will observe, to check that the applicant has the relevant current experience, knowledge and understanding of the occupational working area. This should be of sufficient depth to credibly verify judgements and assessments to uphold the integrity of the NOS and this Consolidated Assessment Strategy.

Whilst Expert Witnesses cannot accredit the final award of the Skills Test, if they disagree with the assessment decision made by the Assessor, they can appeal directly to the Awarding Organisation.

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