

Pearson Edexcel Level 2 NVQ Diploma in Site Logistics Operations (Construction) (QCF)

Specification

Pearson Edexcel NVQ/competence-based
qualifications (QCF)

First registration June 2013

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Qualification title covered by this specification

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

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 2 NVQ Diploma in Site Logistics Operations (Construction) (QCF)	600/9092/3	10/05/13

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

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

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

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

This title replaces the following qualification from June 2013:

Qualification title	Qualification Number (QN)	Accreditation start date	Accreditation end date
Pearson Edexcel Level 2 NVQ Diploma in Site Logistics Operations (Construction)	600/4131/6	01/12/11	31/05/13

Key features of the Pearson Edexcel Level 2 NVQ Diploma in Site Logistics Operations (Construction) (QCF)

This qualification:

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

What is the purpose of this qualification?

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

Who is this qualification for?

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

Edexcel's policy is that the qualification should:

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

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

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

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

- Construction Operative

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

This qualification allows learners to demonstrate competence in site logistics operations at a level required by the construction and built environment industry. Learners can progress across the level and size of the construction and built environment competence and knowledge qualifications and into other occupational areas such as Team Leading and Management.

Further information is available in *Annexe A*.

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Diploma in Site Logistics Operations (Construction) (QCF)?

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

To achieve this qualification, learners must complete a minimum of 40 credits, including 14 mandatory credits from the units in Group A and one of the pathways in Group B.

This qualification accreditation number provides pathways to the following qualifications.

Pathway 1 – Pearson Edexcel Level 2 NVQ Diploma in Site Logistics Operations (General) (Construction) (QCF) – learners must complete all units in Group A and a minimum of 26 credits from three units in Group B1.

Pathway 2 – Pearson Edexcel Level 2 NVQ Diploma in Site Logistics Operations (Plant) (Construction) (QCF) – learners must complete all units in Group A and a minimum of 27 credits from three units in Group B2.

Pearson Edexcel Level 2 NVQ Diploma in Site Logistics Operations (Construction) (QCF)					
Unit no.	Unit reference number	A – Mandatory units for all pathways (credit value: 14)	Credit	Level	GLH
1	D/600/8099	Preparing and Operating Specialised Power Tools and Equipment in the Workplace	4	2	13
2	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	2	1	7
3	J/503/1169	Conforming to Productive Working Practices in the Workplace	3	2	10
4	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17

B – Pathways					
B1					
Unit no.	Unit reference number	Optional units for pathway 1 (credit value: 26, three units)	Credit	Level	GLH
5	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	8	2	27
6	T/503/9560	Establishing Work Area Protection and Safety in the Workplace	10	2	33
7	K/503/9622	Segregating the Area for Highways Works in the Workplace	12	2	40
8	A/600/8093	Preparing for, and Arranging and Securing Basic Loads for Movement in the Workplace	16	2	53
9	R/600/8102	Slinging and Signalling the Movement of Loads (Secondary Role) in the Workplace	8	2	27
10	R/601/6443	Controlling Vehicular Traffic on Construction Sites	16	2	53

B2 – Optional units for pathway 2 (credit value: 27, THREE units)					
Unit no.	Unit reference number	Optional units A – learners may complete one, two or three units from this group to count towards the minimum credit.	Credit	Level	GLH
7	K/503/9622	Segregating the Area for Highways Works in the Workplace	12	2	40
9	R/600/8102	Slinging and Signalling the Movement of Loads (Secondary Role) in the Workplace	8	2	27
11	K/600/8087	Preparing to and Directing and Guiding Plant and Plant Operations in the Workplace	7	2	23
12	M/600/8091	Preparing for, and Arranging and Securing Plant for Haulage in the Workplace	16	2	53
13	F/600/7849	Preparing and Operating Compact Cranes to Lift and Transfer Loads in the Workplace	30	2	100

Unit no.	Unit reference number	Optional units B – learners may complete one unit from this group to count towards the minimum credit	Credit	Level	GLH
13	F/600/7849	Preparing and Operating Compact Cranes to Lift and Transfer Loads in the Workplace	30	2	100
14	A/600/7851	Preparing and Operating Crawler Cranes (above 10 tonnes) to Lift and Transfer Loads in the Workplace	80	2	267
15	L/600/7854	Preparing and Operating Tower Cranes to Lift and Transfer Loads in the Workplace	80	2	267
16	D/600/7857	Preparing and Operating Mobile Cranes to Lift and Transfer Loads in the Workplace	95	2	317
17	K/600/7862	Preparing and Operating Pedestrian Operated Tower Cranes to Lift and Transfer Loads in the Workplace	30	2	100
18	L/600/7868	Preparing and Operating Overhead Cranes to Lift and Transfer Loads in the Workplace	18	2	60
19	D/600/7874	Preparing and Operating Excavator Cranes to Lift and Transfer Loads in the Workplace	30	2	100
20	H/600/7889	Preparing and Operating Rough Terrain Masted Forklifts to Lift and Transfer Loads in the Workplace	18	2	60
21	M/600/7894	Preparing and Operating Industrial Counterbalanced Forklifts to Lift and Transfer Loads in the Workplace	16	2	53
22	L/600/7899	Preparing and Operating Sideloader Forklifts to Lift and Transfer Loads in the Workplace	16	2	53
23	A/600/7915	Preparing and Operating Telescopic Handlers to Lift and Transfer Loads in the Workplace	25	2	83
24	J/600/7917	Preparing and Operating Reach Trucks to Lift and Transfer Loads in the Workplace	16	2	53
25	L/600/7918	Preparing and Operating Hoists to Lift and Transfer Loads in the Workplace	12	2	40

Unit no.	Unit reference number	Optional units B (continued)	Credit	Level	GLH
26	R/600/7919	Preparing and Operating Crawler-tractor Side Booms to Lift and Transfer Loads in the Workplace	50	2	167
27	J/600/7920	Preparing and Operating Lorry Loaders or Knuckle Boom Cranes to Lift and Transfer Loads in the Workplace	30	2	100
28	L/600/7921	Preparing and Operating Skip Handlers to Lift and Transfer Loads in the Workplace	18	2	60
29	Y/600/7923	Preparing and Operating Container Handlers to Lift and Transfer Loads in the Workplace	18	2	60
30	M/600/7927	Preparing and Operating Self-propelled Modular Transporters (SPMT) to Lift and Transfer Loads in the Workplace	30	2	100
Unit no.	Unit reference number	Optional units C – learners may complete one unit from this group to count towards the minimum credit	Credit	Level	GLH
31	T/600/7976	Preparing and Operating Truck-mounted Boom Concrete Pumps to Receive, Pump and Discharge Materials in the Workplace	70	2	233
32	A/600/7977	Preparing and Operating Forward Tipping Dumpers to Receive, Transport and Discharge Materials in the Workplace	16	2	53
33	R/600/7998	Preparing and Operating Rear Tipping Dump Trucks to Receive, Transport and Discharge Materials in the Workplace	30	2	100
34	F/600/8001	Preparing and Operating Agricultural-based Tractors for Non-agricultural Activities in the Workplace	20	2	67
35	Y/600/8005	Preparing and Operating Trailer-mounted Concrete Pumps to Receive, Pump and Discharge Materials in the Workplace	18	2	60
36	M/600/8009	Preparing and Operating Self-propelled Bowsers to Receive, Transport and Discharge Materials in the Workplace	12	2	40

Unit no.	Unit reference number	Optional units D – learners may complete one unit from this group to count towards the minimum credit	Credit	Level	GLH
37	T/600/8013	Preparing and Operating Scissor-type Mobile Elevating Work Platforms (MEWP) in the Workplace	12	2	40
38	Y/600/8019	Preparing and Operating Boom-type Mobile Elevating Work Platforms (MEWP) in the Workplace	14	2	47
39	H/600/8024	Preparing and Operating Mast Climber-type Mobile Elevating Work Platforms (MEWP) in the Workplace	12	2	40

How is the qualification graded and assessed?

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

To pass a unit a learner must:

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

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector.

Assessment strategy

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

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

Learners may provide evidence of occupational competence from:

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

It is important that the evidence provided to satisfy the unit and learning outcomes' assessment criteria is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist 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.

Types of evidence (to be read in conjunction with the assessment strategy in *Annexe D*)

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

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

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

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

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

Centres already holding Edexcel approval and which have a history of good external quality assurance outcomes are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

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

Quality assurance

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

What resources are required?

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

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

Centres must meet any specific resource requirements given in *Annexe D: Assessment requirements/strategy*. Staff assessing learners must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

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

Units

Unit 1: Preparing and Operating Specialised Powered Tools and Equipment in the Workplace

Unit reference number: D/600/8099

QCF level: 2

Credit value: 4

Guided learning hours: 13

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating specialised powered tools and equipment to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

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

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when preparing for and using powered tools and/or equipment 7.6 Disassemble power units, tools and ancillary equipment following completion of work			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Conforming to General Health, Safety and Welfare in the Workplace

Unit reference number: A/503/1170

QCF level: 1

Credit value: 2

Guided learning hours: 7

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area</p>	<p>4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare</p> <p>4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to:</p> <ul style="list-style-type: none"> – 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 <p>4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Comply with and support all organisational security arrangements and approved procedures	5.1 Provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> – during the working day – on completion of the day's work – 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 3: Conforming to Productive Working Practices in the Workplace

Unit reference number: J/503/1169

QCF level: 2

Credit value: 3

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 within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Maintain good working relationships when conforming to productive working practices	4.1 Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships 4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others 4.3 Describe how to maintain good working relationships, in relation to: <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 4: Moving, Handling and Storing Resources in the Workplace

Unit reference number: F/503/1171

QCF level: 2

Credit value: 5

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 within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <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 materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 Explain what the accident reporting procedures are and who is responsible for making the reports 2.4 State the appropriate types of fire extinguishers relevant to the work 2.5 Describe how and when the different types of fire extinguishers, relevant to the given occupation are used in accordance with legislation and official guidance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when moving, handling and/or storing resources</p>	<p>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</p> <p>3.2 Use lifting aids safely as appropriate to the work</p> <p>3.3 Protect the environment in accordance with safe working practices as appropriate to the work</p> <p>3.4 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to:</p> <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) <p>3.5 Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions</p> <p>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</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources	4.1 Select the relevant resources to be moved, handled and/or stored, associated with own work 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: <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 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and methods of work			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given occupational resource information to move, handle and/or store resources to the required guidance</p>	<p>7.1 Demonstrate the following work skills when moving, handling and/or storing occupational resources:</p> <ul style="list-style-type: none"> - moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques <p>7.2 Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following:</p> <ul style="list-style-type: none"> - sheet material - loose material - bagged or wrapped material - fragile material - tools and equipment - components - liquids <p>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</p> <p>7.4 Describe the needs of other occupations when moving, handling and/or storing resources</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Erecting and Dismantling Access/Working Platforms in the Workplace

Unit reference number: D/600/8281

QCF level: 2

Credit value: 8

Guided learning hours: 27

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting and dismantling access/working platforms in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of erecting and dismantling access/working platforms to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsements:

- own occupational area of work

Plus two or more of the following:

- ladders/crawler boards
- step ladders/platform steps
- proprietary towers
- trestle platforms
- mobile scaffold towers
- proprietary staging/podiums.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - ladders/crawler boards - stepladders/platform steps - trestles - proprietary staging/podiums - proprietary towers - mobile scaffold towers - protection equipment and notices - tools and ancillary equipment <p>4.2 Select resources associated with own work in relation to materials, components, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms</p>			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to erect and dismantle access/working platforms to the required specification</p>	<p>7.1 Demonstrate the following work skills when erecting and dismantling access/working platforms:</p> <ul style="list-style-type: none"> - moving, positioning/erecting, securing, checking, dismantling and removing <p>7.2 Erect, dismantle and store two of the following access equipment to given access regulations:</p> <ul style="list-style-type: none"> - ladders/crawler boards - stepladders/platform steps - proprietary towers - trestle platforms - mobile scaffold towers - proprietary staging/podiums 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – provide protection to the work area – establish a base for equipment – erect proprietary access equipment to manufacturer’s instructions suitable for the work – erect non-proprietary access equipment suitable for the work – place protective screens and notices – check/monitor equipment during the period of use – dismantle and store access equipment – use tools and equipment – work at height <p>7.4 Safely use and store materials, hand tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms</p> <p>7.6 Describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Establishing Work Area Protection and Safety in the Workplace

Unit reference number: T/503/9560

QCF level: 2

Credit value: 10

Guided learning hours: 33

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in establishing work area protection and safety in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge 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 following endorsement:

- own occupational area of work.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when establishing work area protection and safety	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> – 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			

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when establishing work area protection and safety</p>	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Dispose of waste in accordance with current legislation</p> <p>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</p> <p>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</p>			
<p>6 Complete the work within the allocated time when establishing work area protection and safety</p>	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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
<p>7 Comply with the given contract information to establish work area protection and safety to the required specification</p>	<p>7.1 Demonstrate the following work skills when establishing work area protection and safety:</p> <ul style="list-style-type: none"> – measuring, setting out, positioning, assembling, constructing, securing and dismantling <p>7.2 Install, maintain and remove temporary protection and safety arrangements for the work area, to given working instructions, relating to barriers/temporary structures and one of the following:</p> <ul style="list-style-type: none"> – protection and safety notices – safety lighting <p>7.3 Safely use materials, hand tools, portable power tools and ancillary equipment</p> <p>7.4 Safely store the materials, tools and equipment used when establishing work area protection and safety</p>			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Segregating the Area for Highways Works in the Workplace

Unit reference number: K/503/9622

QCF level: 2

Credit value: 12

Guided learning hours: 40

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in segregating the area for highways works in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge 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 following endorsement:

- own occupational area of work.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when segregating the area for highways works</p>	<p>1.1 Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules, site inspections and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, specifications, risk assessments, method statements, schedules, manufacturers' information, statutory regulations, current legislation, official guidance and Codes of Practice governing traffic management relating to the highways works 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when segregating the area for highways works	2.1 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, 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe and healthy working practices when segregating the area for highways works</p>	<p>3.1 Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when segregating the area for highways works</p> <p>3.2 Comply with information relating to specific risks to health when segregating the area for highways works</p> <p>3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to segregating the area for highways works, 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) <p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions</p> <p>3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, traffic incidents and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to segregate the area for highways works</p>	<p>4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - signs, lights, guards and portable traffic lights - pedestrian and vehicular traffic control systems - tools and ancillary equipment <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to segregate the area for highways works</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when segregating the area for highways works	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 Minimise damage and maintain a clean work space 5.3 Dispose of waste in accordance with current legislation 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6 Complete the work within the allocated time when segregating the area for highways works	6.1 Demonstrate completion of the work within the allocated time 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> – 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
<p>7 Comply with the given contract information when segregating the area for highways works to the required specification</p>	<p>7.1 Demonstrate the following work skills when segregating the area for highways works:</p> <ul style="list-style-type: none"> – measuring, locating, setting out, positioning, assembling and removing <p>7.2 Segregate the area for live highways works in compliance with recognised current legislation and official guidance and given working instructions, relating to the following:</p> <ul style="list-style-type: none"> – access and egress to site – work activity and storage of resources – signs, lighting and guarding, portable traffic signals for traffic management control <p>7.3 Remove signs, lighting and guarding, portable traffic signals in compliance with recognised current legislation and official guidance</p> <p>7.4 Safely use materials, tools and ancillary equipment</p> <p>7.5 Safely store the materials, tools and equipment used when segregating the area for highways works</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6 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"> – plan for site safety, storage of materials and traffic management control around the highways works – set out signs, traffic lights, guarding for traffic management control – check and maintain operation of traffic control equipment – dismantle and remove signs, traffic lights, guarding – use hand tools, power tools and equipment <p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when segregating the area for highways works</p> <p>7.8 Describe how to maintain the hand tools and/or portable power tools, ancillary equipment and traffic control equipment used when segregating the area for highways works</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Preparing for, and Arranging and Securing Basic Loads for Movement in the Workplace

Unit reference number: A/600/8093

QCF level: 2

Credit value: 16

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 basic loads for movement in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources to prepare for, and when arranging and securing basic loads for movement</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> – load restraint and securing accessories inc. wire rope, chain, fabric, web hooks, shackles and clamps – hand tools and ancillary equipment <p>4.2 Select resources associated with the work in relation to lifting accessories and/or ancillary equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Calculate weight/bearing pressure, quantity, length, area and identify centres of gravity relevant to the arranging and securing of basic loads</p> <p>4.6 Describe how to calculate weight/bearing pressure, quantity, length and area, and identify centres of gravity associated with the method/procedures to carry out the work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when arranging and securing basic loads for movement	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out safely in relation to the work			
6 Complete the work within the allocated time when preparing to, and arranging and securing basic loads for movement	6.1 Demonstrate completion of the work within the allocated time 6.2 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – 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
<p>7 Comply with the given contract information to prepare to, and arrange and secure basic loads for movement to the required specification</p>	<p>7.1 Demonstrate the following work skills when preparing to, and arranging and securing plant for haulage:</p> <ul style="list-style-type: none"> - selecting, fitting, attaching, adjusting, setting up, checking, configuring, measuring, gauging, calculating, balancing, positioning, removing and storing <p>7.2 Prepare to, and arrange and secure basic loads for movement to given working instructions, using appropriate load securing methods and lifting accessories on any of the three following types of basic load:</p> <p>balanced</p> <ul style="list-style-type: none"> - unbalanced - loose - bundled - drummed - containerised <p>7.3 Remove lifting accessories from basic loads following movement, and leave basic loads in a safe situation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> – identify the characteristics of the basic loads and lifting/securing accessories – determine methods for securing – select and use suitable lifting accessories – arrange and secure basic loads – confirm balance, stability, positioning and weight distribution – remove and store lifting accessories on completion of movement – work at height – use hand tools, ancillary equipment and accessories <p>7.5 Safely use and store hand tools, lifting accessories and ancillary equipment</p> <p>7.6 State the needs of other occupations and how to communicate within a team when preparing to, and arranging and securing basic loads for movement</p> <p>7.7 Describe how to maintain the tools and equipment used to arrange and secure basic loads for movement</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: Slinging and Signalling the Movement of Loads (Secondary Role) in the Workplace

Unit reference number: R/600/8102

QCF level: 2

Credit value: 8

Guided learning hours: 27

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in slinging and signalling the movement of loads (secondary role) in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of slinging and signalling the movement of loads to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Controlling Vehicular Traffic on Construction Sites

Unit reference number: R/601/6443

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in controlling vehicular traffic on construction sites in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of controlling vehicular traffic on construction sites to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when controlling vehicular traffic on construction sites</p>	<p>1.1 Interpret and extract information from delivery schedules, traffic management plans, site procedures, specifications, risk assessments, method statement and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, delivery schedules, traffic management plans, site procedures, specifications, schedules, risk assessments, method statement, manufacturers' information and associated regulations 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when controlling vehicular traffic on construction sites	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to control vehicular traffic on construction sites</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – cones, signs, lights, temporary marking materials, barriers, protection and segregation units – communication equipment – wheel cleaning equipment – sheeting – hand and/or powered tools and equipment <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to control vehicular traffic on construction sites</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when controlling vehicular traffic on construction sites	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6 Complete the work within the allocated time when controlling vehicular traffic on construction sites	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"> – 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
<p>7 Comply with the given contract information to control vehicular traffic on construction sites to the required specification</p>	<p>7.1 Demonstrate the following work skills when controlling vehicular traffic on construction sites:</p> <ul style="list-style-type: none"> – measuring, marking out, signalling, positioning and securing <p>7.2 Set up, initiate, monitor and maintain temporary traffic management systems to control vehicles onto, around and off the site to given working instructions, relating to:</p> <ul style="list-style-type: none"> – methods of traffic management – appropriate control equipment – signalling and communication – preparation of vehicles for departure 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – assess site, location, conditions and surroundings for safe and efficient vehicle movement – select and confirm the appropriate method of setting out traffic control systems – identify signing, lighting, pavement marking and guarding requirements – initiate traffic management systems and procedures – agree safe and suitable methods of signalling and communication (hand, radio, oral and visual) – determine loading and unloading requirements – confirm the nature and purpose of vehicles reporting to the site; against delivery schedules if appropriate – direct and manoeuvre vehicles onto and around the site for loading, unloading or parking – inspect and prepare vehicles for departure from site (e.g. sheeting, wheel washing) – monitor and maintain all traffic management equipment and sundries – report and record any incidences – record information and maintain records – use hand tools, power tools and equipment – work at height – use access equipment 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4 Safely use and store materials, hand tools, portable power tools and ancillary equipment 7.5 State the needs of other occupations and how to communicate within a team when controlling vehicular traffic on construction sites 7.6 Describe how to maintain the tools and equipment used when controlling vehicular traffic on construction sites			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Preparing to and Directing and Guiding Plant and Plant Operations in the Workplace

Unit reference number: K/600/8087

QCF level: 2

Credit value: 7

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 to and directing and guiding plant and plant operations in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Select the required quantity and quality of resources to prepare for, and when directing and guiding plant	5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> – signalling and communication equipment – hand tools and ancillary equipment 5.2 Select resources associated with directing and guiding plant in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment 5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used 5.4 Outline potential hazards associated with the resources and method of work 5.5 Describe how to calculate weight/bearing pressure, quantity, length and area and identification of centres of gravity 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 directing and guiding plant	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			
7 Complete the work within the allocated time when preparing to, and directing and guiding plant	7.1 Demonstrate completion of the work within the allocated time 7.2 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – 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
<p>8 Comply with the given contract information to prepare to, and direct and guide plant using to the required specification</p>	<p>8.1 Demonstrate the following work skills when preparing to, and directing and guiding plant and operations:</p> <ul style="list-style-type: none"> – setting up, checking, communicating, estimating, interpreting, directing, guiding, indicating, informing, instructing, positioning, moving, signalling and relaying <p>8.2 Prepare to, and position plant by directing and guiding the movement of plant and plant operations to given working instructions, using at least one of the following communication methods:</p> <ul style="list-style-type: none"> – hand signals – hand signalling equipment – verbal/electronic communication <p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> – assess and determine the movement and operations of plant – direct and guide the movement and operations of plant – signal and communicate following recognised/agreed operational procedures – use hand tools and ancillary equipment <p>8.4 Safely use and store hand tools, signalling and communication equipment and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.5 State the needs of other occupations and how to communicate within a team when preparing to and directing and guiding plant 8.6 Describe how to maintain the tools and equipment used to direct and guide plant			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 12: Preparing for, and Arranging and Securing Plant for Haulage in the Workplace

Unit reference number: M/600/8091

QCF level: 2

Credit value: 16

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 for haulage in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing for, and arranging and securing plant for haulage, to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources to prepare for, and when arranging and securing plant for haulage</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> – load restraint and securing accessories inc. wire rope, chain, fabric, web hooks, shackles and clamps – hand tools and ancillary equipment <p>4.2 Select resources associated with the work in relation to load restraint and securing accessories and/or ancillary equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate weight/bearing pressure, quantity, length and area, and identification of centres of gravity associated with the method/procedures to carry out the work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when arranging and securing plant for haulage	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out safely in relation to the work			
6 Complete the work within the allocated time when preparing to, and arranging and securing plant for haulage	6.1 Demonstrate completion of the work within the allocated time 6.2 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – 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
<p>7 Comply with the given contract information to prepare to, and arrange and secure plant for haulage to the required specification</p>	<p>7.1 Demonstrate the following work skills when preparing to, and arranging and securing plant for haulage:</p> <ul style="list-style-type: none"> - selecting, fitting, attaching, adjusting, setting up, checking, configuring, measuring, gauging, calculating, positioning, removing and storing <p>7.2 Prepare to, and arrange and secure plant for haulage to given working instructions, using appropriate restraining methods and restraining/securing accessories on the following types of plant:</p> <ul style="list-style-type: none"> - wheeled plant - tracked plant - compacting plant <p>7.3 Remove restraining/securing accessories from plant following haulage and ready for movement from the transporter</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> – identify the characteristics of the plant and restraining/securing accessories – determine methods for restraining – select and use suitable restraining/securing accessories – arrange and secure plant – confirm stability, positioning and weight distribution – remove and store restraining/securing accessories on completion of haulage – work at height – use hand tools, ancillary equipment and accessories <p>7.5 Safely use and store hand tools, restraining/securing accessories and ancillary equipment</p> <p>7.6 State the needs of other occupations and how to communicate within a team when preparing to and arranging and securing plant for haulage</p> <p>7.7 Describe how to maintain the tools and equipment used to arrange and secure plant for haulage</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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

Unit reference number: F/600/7849

QCF level: 2

Credit value: 30

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 within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

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

- compact crane – static stabiliser
- compact crane – mobile industrial
- compact crane – luffing static
- compact crane – 360 degree pick-and-carry.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

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

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"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down 8.2 Prepare, set up and operate compact cranes to lift, transfer and place a variety of loads in the workplace, to given working instructions			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Preparing and Operating Crawler Cranes (above 10 tonnes) to Lift and Transfer Loads in the Workplace

Unit reference number: A/600/7851

QCF level: 2

Credit value: 80

Guided learning hours: 267

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating crawler cranes (above 10 tonnes) to lift and transfer loads in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to comply with relevant legislation and official guidance when carrying out lifting operations	3.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – 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 State 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 working practices when preparing for and carrying out lifting operations using crawler cranes	4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during lifting operations 4.2 Explain why and when personal protective equipment (PPE) should be used, relating to crawler crane use, and the types, purpose and limitations of each type 4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to lift, transfer and place loads using crawler cranes to the required specification	8.1 Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using crawler cranes: <ul style="list-style-type: none"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down 8.2 Prepare, set up and operate crawler cranes above 10 tonnes to lift, transfer and place a variety of loads in the workplace, to given working instructions			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 15: Preparing and Operating Tower Cranes to Lift and Transfer Loads in the Workplace

Unit reference number: L/600/7854

QCF level: 2

Credit value: 80

Guided learning hours: 267

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

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

- tower cranes – trolley jib
- tower cranes – luffing jib.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

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

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 16: Preparing and Operating Mobile Cranes to Lift and Transfer Loads in the Workplace

Unit reference number: D/600/7857

QCF level: 2

Credit value: 95

Guided learning hours: 317

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

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

- mobile cranes – block duties
- mobile cranes – pick and carry duties
- mobile cranes – all duties.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

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

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 17: Preparing and Operating Pedestrian Operated Tower Cranes to Lift and Transfer Loads in the Workplace

Unit reference number: K/600/7862

QCF level: 2

Credit value: 30

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 pedestrian operated tower cranes to lift and transfer loads in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

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

- pedestrian operated tower crane – up to 36m/100 m/t
- pedestrian operated tower crane – inclined jib.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

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

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 18: Preparing and Operating Overhead Cranes to Lift and Transfer Loads in the Workplace

Unit reference number: L/600/7868

QCF level: 2

Credit value: 18

Guided learning hours: 60

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

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

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"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down 8.2 Prepare, set up and operate overhead cranes to lift, transfer and place a variety of loads in the workplace, to given working instructions			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 19: Preparing and Operating Excavator Cranes to Lift and Transfer Loads in the Workplace

Unit reference number: D/600/7874

QCF level: 2

Credit value: 30

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 within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

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

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"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down 8.2 Prepare, set up and operate excavator cranes to lift, transfer and place a variety of loads and/or materials in the workplace, to given working instructions			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 20: Preparing and Operating Rough Terrain Masted Forklifts to Lift and Transfer Loads in the Workplace

Unit reference number: H/600/7889

QCF level: 2

Credit value: 18

Guided learning hours: 60

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

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

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"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down 8.2 Prepare and operate rough terrain masted forklift to lift, transfer and place a variety of loads in the workplace, to given working instructions			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 21: Preparing and Operating Industrial Counterbalanced Forklifts to Lift and Transfer Loads in the Workplace

Unit reference number: M/600/7894

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

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

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 22: Preparing and Operating Sideloader Forklifts to Lift and Transfer Loads in the Workplace

Unit reference number: L/600/7899

QCF level: 2

Credit value: 16

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 within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of sideloaders to lift, transfer and place loads</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to: drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to sideloader operations</p>			
<p>2 Organise with others the sequence and operation in which sideloader operations are to be carried out</p>	<p>2.1 Organise the work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate with team members and other associated occupations</p> <p>2.4 State how to organise resources prior to and during forklift operations</p>			

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

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

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

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 23: Preparing and Operating Telescopic Handlers to Lift and Transfer Loads in the Workplace

Unit reference number: A/600/7915

QCF level: 2

Credit value: 25

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 within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

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

- telescopic handlers – industrial telescopic
- telescopic handlers – up to 9 metres
- telescopic handlers – all sizes excluding 360 degree
- telescopic handlers – all sizes including 360 degree.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

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

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"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down 8.2 Prepare, set up and operate telescopic handlers to lift, transfer and place a variety of loads in the workplace, to given working instructions			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 24: Preparing and Operating Reach Trucks to Lift and Transfer Loads in the Workplace

Unit reference number: J/600/7917

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

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

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 25: Preparing and Operating Hoists to Lift and Transfer Loads in the Workplace

Unit reference number: L/600/7918

QCF level: 2

Credit value: 12

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 within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

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

- hoists – rack and pinion goods
- hoists – passenger/goods combined
- hoists – rope operated goods
- hoists – transport platform.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance when carrying out hoist operations</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <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 <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out lifting operations using hoists</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during hoist operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to hoist use, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

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

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

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

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

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 27: **Preparing and Operating Lorry Loaders or Knuckle Boom Cranes to Lift and Transfer Loads in the Workplace**

Unit reference number: J/600/7920

QCF level: 2

Credit value: 30

Guided learning hours: 100

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

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

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 28: Preparing and Operating Skip Handlers to Lift and Transfer Loads in the Workplace

Unit reference number: L/600/7921

QCF level: 2

Credit value: 18

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 within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

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

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"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down 8.2 Prepare, set up and operate skip handlers to lift, transfer and place a variety of loads in the workplace, to given working instructions			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 29: Preparing and Operating Container Handlers to Lift and Transfer Loads in the Workplace

Unit reference number: Y/600/7923

QCF level: 2

Credit value: 18

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 within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using container handlers	5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and lifting aids – hand tools, ancillary equipment and/or accessories 5.2 Request and select resources associated with container handlers in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment 5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used 5.4 Outline potential hazards associated with the resources and method of work 5.5 Describe how to calculate weight, bearing pressure, 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 lifting and transferring loads	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			
7 Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure container handlers 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the lifting operation 			

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"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down 8.2 Prepare, set up and operate container handlers to lift, transfer and place a variety of loads in the workplace, to given working instructions			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Learning outcomes and assessment criteria

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

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

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

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

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when pumping materials using concrete pumps	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			
7 Complete the work within the allocated time when preparing to and pumping and discharging materials using concrete pumps	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure concrete pumps 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – 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, pump and discharge materials using concrete pumps to the required specification	8.1 Demonstrate the following work skills when preparing for and pumping and discharging materials using concrete pumps: <ul style="list-style-type: none"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, receiving, pumping, discharging and cleaning 8.2 Prepare, position, set up and operate truck-mounted boom concrete pumps to receive, pump and discharge materials, at various locations, to given working instructions			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when transporting and discharging materials using forward tipping dumpers	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			
7 Complete the work within the allocated time when preparing to and transporting and discharging materials using forward tipping dumpers	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure forward tipping dumpers 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – 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 loose materials using forward tipping dumpers: <ul style="list-style-type: none"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, receiving, transporting and depositing 8.2 Prepare, position, set up and operate forward tipping dumpers to receive, transport and discharge loads to given working instructions			

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

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

Learner name: _____

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

- Dump truck – articulated chassis – up to 15 tonnes
- Dump truck – articulated chassis – all sizes
- Dump truck – rigid chassis – up to 15 tonnes
- Dump truck – rigid chassis – up to 50 tonnes
- Dump truck – rigid chassis – above 50 tonnes
- Dump truck – rigid chassis – above 100 tonnes

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance to carry out transporting and discharging operations with rear tipping dump trucks</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <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 <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			
<p>4 Maintain safe working practices when preparing for and carrying out transporting and discharging operations using rear tipping dump trucks</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during transporting and discharging operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to transporting and discharging operations, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Minimise the risk of damage to the work and surrounding area when transporting and discharging materials using rear tipping dump trucks</p>	<p>6.1 Protect the work and its surrounding area from damage</p> <p>6.2 Minimise damage and maintain a clean work space</p> <p>6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>6.4 Dispose of waste in accordance with legislation</p> <p>6.5 State why the disposal of waste should be carried out safely in relation to the work</p>			
<p>7 Complete the work within the allocated time when preparing to and transporting and discharging materials using rear tipping dump trucks</p>	<p>7.1 Demonstrate completion of the work within the allocated time</p> <p>7.2 Shut down and secure rear tipping dump trucks</p> <p>7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> – 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"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, receiving, transporting and discharging 8.2 Prepare, position, set up and operate rear tipping dump trucks to receive, transport and discharge materials to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> - identify the characteristics of the rear tipping dump truck used for transporting and discharging work - carry out performance checks - prepare, set up and adjust for operational requirements - complete functional checks - carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area - identify the area for discharging - check to avoid damage to structures and utilities service apparatus - receive, transport and discharge materials safely and securely - shut down and secure rear tipping dump trucks - use hand tools, ancillary equipment and accessories 			

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

Learner name: _____

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Assessment methodology

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

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

Learning outcomes and assessment criteria

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

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

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when undertaking non-agricultural activities using agricultural-based tractors	<p>6.1 Protect the work and its surrounding area from damage</p> <p>6.2 Minimise damage and maintain a clean work space</p> <p>6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>6.4 Dispose of waste in accordance with legislation</p> <p>6.5 State why the disposal of waste should be carried out safely in relation to the work</p>			
7	Complete the work within the allocated time when preparing to and undertaking non-agricultural activities using agricultural-based tractors	<p>7.1 Demonstrate completion of the work within the allocated time</p> <p>7.2 Shut down and secure agricultural-based tractors</p> <p>7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> – 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 non-agricultural activities using agricultural-based tractors to the required specification	8.1 Demonstrate the following work skills when preparing for and undertaking non-agricultural activities using agricultural-based tractors: <ul style="list-style-type: none"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring and positioning 8.2 Prepare, position, set up and operate agricultural-based tractors to undertake non-agricultural activities to given working instructions			

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

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

Learner name: _____

Date: _____

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Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when pumping materials using concrete pumps	<p>6.1 Protect the work and its surrounding area from damage</p> <p>6.2 Minimise damage and maintain a clean work space</p> <p>6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>6.4 Dispose of waste in accordance with legislation</p> <p>6.5 State why the disposal of waste should be carried out safely in relation to the work</p>			
7	Complete the work within the allocated time when preparing to and pumping and discharging materials using concrete pumps	<p>7.1 Demonstrate completion of the work within the allocated time</p> <p>7.2 Shut down and secure trailer-mounted concrete pumps</p> <p>7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> – 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, pump and discharge materials using concrete pumps to the required specification	8.1 Demonstrate the following work skills when preparing for and pumping and discharging materials using concrete pumps: <ul style="list-style-type: none"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, receiving, pumping, discharging and cleaning 8.2 Prepare, position, set up, check the positioning of and operate trailer-mounted concrete pumps to receive, pump and discharge materials, at various locations, to given working instructions			

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

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

Learner name: _____

Date: _____

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Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when transporting and discharging materials using self-propelled bowzers	<p>6.1 Protect the work and its surrounding area from damage</p> <p>6.2 Minimise damage and maintain a clean work space</p> <p>6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>6.4 Dispose of waste in accordance with legislation</p> <p>6.5 State why the disposal of waste should be carried out safely in relation to the work</p>			
7	Complete the work within the allocated time when preparing to and transporting and discharging materials using self-propelled bowzers	<p>7.1 Demonstrate completion of the work within the allocated time</p> <p>7.2 Shut down and secure self-propelled bowzers</p> <p>7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> – 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 self-propelled bowzers to the required specification	8.1 Demonstrate the following work skills when preparing for and transporting and discharging materials using self-propelled bowzers: <ul style="list-style-type: none"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, receiving, transporting and discharging 8.2 Prepare, set up, position and operate self-propelled bowzers to receive, transport and discharge fluid materials to given working instructions			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 37: Preparing and Operating Scissor-type Mobile Elevating Work Platforms (MEWP) in the Workplace

Unit reference number: T/600/8013

QCF level: 2

Credit value: 12

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 within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to comply with relevant legislation and official guidance to carry out accessing operations with scissor-type MEWPs	3.1 Describe their responsibilities under current legislation and official guidance 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 State 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 working practices when preparing for and carrying out accessing operations using scissor-type MEWPs	4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during accessing operations 4.2 Explain why and when personal protective equipment (PPE) should be used, relating to accessing operations, and the types, purpose and limitations of each type 4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when accessing work areas using scissor-type MEWPs	<p>6.1 Protect the work and its surrounding area from damage</p> <p>6.2 Minimise damage and maintain a clean work space</p> <p>6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>6.4 Dispose of waste in accordance with legislation</p> <p>6.5 State why the disposal of waste should be carried out safely in relation to the work</p>			
7	Complete the work within the allocated time when preparing to and accessing work areas using scissor-type MEWPs	<p>7.1 Demonstrate completion of the work within the allocated time</p> <p>7.2 Shut down and secure scissor-type MEWPs</p> <p>7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> – 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 accessing areas to carry out work using scissor-type MEWPs to the required specification	8.1 Demonstrate the following work skills when preparing for and accessing work areas using scissor-type MEWPs: <ul style="list-style-type: none"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, accessing and setting down 8.2 Prepare, position, set up and operate scissor-type MEWPs to access working areas, at various locations, to given working instructions			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 38: Preparing and Operating Boom-type Mobile Elevating Work Platforms (MEWP) in the Workplace

Unit reference number: Y/600/8019

QCF level: 2

Credit value: 14

Guided learning hours: 47

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

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

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

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to comply with relevant legislation and official guidance to carry out accessing operations with boom-type MEWPs	3.1 Describe their responsibilities under current legislation and official guidance 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 State 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 working practices when preparing for and carrying out accessing operations using boom-type MEWPs	4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during accessing operations 4.2 Explain why and when personal protective equipment (PPE) should be used, relating to accessing operations, and the types, purpose and limitations of each type 4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when accessing work areas using boom-type MEWPs	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			
7 Complete the work within the allocated time when preparing to and accessing work areas using boom-type MEWPs	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure boom-type MEWPs 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – 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 accessing areas to carry out work using boom-type MEWPs to the required specification	8.1 Demonstrate the following work skills when preparing for and accessing work areas using boom-type MEWPs: <ul style="list-style-type: none"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, accessing and setting down 8.2 Prepare, position, set up and operate boom-type MEWPs to access working areas, at various locations, to given working instructions			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 39: Preparing and Operating Mast Climber-type Mobile Elevating Work Platforms (MEWP) in the Workplace

Unit reference number: H/600/8024

QCF level: 2

Credit value: 12

Guided learning hours: 40

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

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

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

Learning outcomes and assessment criteria

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

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Minimise the risk of damage to the work and surrounding area when accessing work areas using mast climber-type MEWPs</p>	<p>6.1 Protect the work and its surrounding area from damage</p> <p>6.2 Minimise damage and maintain a clean work space</p> <p>6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>6.4 Dispose of waste in accordance with legislation</p> <p>6.5 State why the disposal of waste should be carried out safely in relation to the work</p>			
<p>7 Complete the work within the allocated time when preparing to and accessing work areas using mast climber-type MEWPs</p>	<p>7.1 Demonstrate completion of the work within the allocated time</p> <p>7.2 Shut down and secure mast climber-type MEWPs</p> <p>7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> – 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 accessing areas to carry out work using mast climber-type MEWPs to the required specification	8.1 Demonstrate the following work skills when preparing for and accessing work areas using mast climber-type MEWPs: <ul style="list-style-type: none"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, accessing and setting down 8.2 Prepare, position, set up and operate mast climber-type MEWPs to access working areas, at various locations, to given working instructions			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information

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

Customer Services: 0844 463 2535

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

Useful publications

Related information and publications include:

- *Edexcel NVQs, SVQs and Competence-based Qualifications Delivery Requirements and Quality Assurance Guidance* published annually
- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

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

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

How to obtain National Occupational Standards

To obtain the National Occupational Standards for the qualification in this specification, please visit: www.ukstandards.co.uk

Professional development and training

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

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

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

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

The training we provide:

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

Annexe A: Progression pathways

The Edexcel qualification framework for the construction and built environment sector

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

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

Annexe B: Quality assurance

Key principles of quality assurance

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

Quality assurance processes

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

The learning outcomes and assessment criteria in each unit set out the standard to be achieved by each learner in order to gain each unit and, through satisfying the rules of combination, the whole qualification. Edexcel operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

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

Edexcel quality-assurance processes will involve:

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

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

Annexe C: Registration and certification

Registration

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

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

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

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

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

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence. For details, please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, available on our website: www.edexcel.com.

Certification

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

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

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

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

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

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

Annexe D: Assessment strategy

The ConstructionSkills Assessment Strategy will be available on the Edexcel website, alongside the full Specification on the Construction NVQ/Competence page.

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For more information on Edexcel and BTEC qualifications please
visit our website: www.edexcel.com

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