



**Level 2 NVQ Certificate in Plant Operations  
(Construction)**

**Qualification Specification**

# Contents

	<b>Page</b>
Introduction	3
Qualification profile	4
Qualification Structure	5
Pathway 1 – Cranes and Specialist Lifting .....	7
Pathway 2 – Fork-lift Trucks .....	8
Pathway 3 – Extracting .....	9
Pathway 4 – Transporting Loads .....	10
Pathway 5 - Work Platforms .....	11
Pathway 6 – Laying and Distributing .....	12
Pathway 7 – Compacting .....	13
Pathway 8 – Processing .....	14
Pathway 9 – Loading and Security .....	15
Pathway 10 – Road/Rail .....	16
Pathway 11 – Attachments .....	17
Pathway 12 – Excavating .....	18
Pathway 13 – Sweeping, Cleaning, Clearing .....	18
Pathway 14 – Operations Guide .....	19
Pathway 15 – Movement Guide .....	19
Additional Units .....	20
Centre requirements	27
Support for candidates	27
Links to National Standards / NOS mapping	27
Assessment	28
Internal quality assurance	28
Adjustments to assessment	29
Results enquiries and appeals	29
Certification	29
Units - learning outcomes and assessment criteria	30

## Introduction

The ProQual Level 2 NVQ Certificate in Plant Operations (Construction) qualification provides a nationally recognised qualification for plant operatives following one of 15 Pathways relating to their work roles:

- Pathway 1: Level 2 NVQ Certificate in Plant Operations (Cranes and Specialist Lifting)
- Pathway 2: Level 2 NVQ Certificate in Plant Operations (Fork-lift Trucks)
- Pathway 3: Level 2 NVQ Certificate in Plant Operations (Extracting)
- Pathway 4: Level 2 NVQ Certificate in Plant Operations (Transporting Loads)
- Pathway 5: Level 2 NVQ Certificate in Plant Operations (Work Platforms)
- Pathway 6: Level 2 NVQ Certificate in Plant Operations (Laying and Distributing)
- Pathway 7: Level 2 NVQ Certificate in Plant Operations (Compacting)
- Pathway 8: Level 2 NVQ Certificate in Plant Operations (Processing)
- Pathway 9: Level 2 NVQ Certificate in Plant Operations (Loading and Securing)
- Pathway 10: Level 2 NVQ Certificate in Plant Operations (Road/Rail)
- Pathway 11: Level 2 NVQ Certificate in Plant Operations (Attachments)
- Pathway 12: Level 2 NVQ Certificate in Plant Operations (Excavating)
- Pathway 13: Level 2 NVQ Certificate in Plant Operations (Sweeping, Cleaning, Clearing)
- Pathway 14: Level 2 NVQ Certificate in Plant Operations (Operations Guide)
- Pathway 15: Level 2 NVQ Certificate in Plant Operations (Movement Guide)

The awarding body for this qualification is ProQual Awarding Body ([www.proqualab.com](http://www.proqualab.com)) and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual); It is also endorsed by the sector body for construction - CITB.

The qualification has been accredited onto the Regulated Qualifications Framework (RQF) and is published on Ofqual's Register of Qualifications.

## Qualification Profile

### Level 2 NVQ Certificate in Plant Operations (Construction)

Qualification title	<b>ProQual Level 2 NVQ Certificate in Plant Operations (Construction)</b>
Ofqual qualification number	601/9028/0
Level	2
Total Qualification Time	160 hours (57 GLH)
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	1/7/16
Qualification end date	

## Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

## Qualification Structure

To achieve the qualification candidates must complete the two Mandatory units plus the required Mandatory and/or Optional Units from one of the Pathways.

Candidates may complete any of the Additional Units but these will not count towards the qualification.

**CITB references are provided in this document for information only.**

Mandatory Units for all Pathways			
Unit Ref.	Title	Level	CITB Internal Unit Ref.
M/508/6537	Conforming to general health, safety and welfare in the workplace	1	641
T/508/6538	Conforming to productive working practices in the workplace	2	642

### Pathways

There are 15 Pathways, the Mandatory/Optional unit requirements for each are listed from page 7.

- Pathway 1: Level 2 NVQ Certificate in Plant Operations (Cranes and Specialist Lifting)
- Pathway 2: Level 2 NVQ Certificate in Plant Operations (Fork-lift Trucks)
- Pathway 3: Level 2 NVQ Certificate in Plant Operations (Extracting)
- Pathway 4: Level 2 NVQ Certificate in Plant Operations (Transporting Loads)
- Pathway 5: Level 2 NVQ Certificate in Plant Operations (Work Platforms)
- Pathway 6: Level 2 NVQ Certificate in Plant Operations (Laying and Distributing)
- Pathway 7: Level 2 NVQ Certificate in Plant Operations (Compacting)
- Pathway 8: Level 2 NVQ Certificate in Plant Operations (Processing)
- Pathway 9: Level 2 NVQ Certificate in Plant Operations (Loading and Securing)
- Pathway 10: Level 2 NVQ Certificate in Plant Operations (Road/Rail)
- Pathway 11: Level 2 NVQ Certificate in Plant Operations (Attachments)
- Pathway 12: Level 2 NVQ Certificate in Plant Operations (Excavating)
- Pathway 13: Level 2 NVQ Certificate in Plant Operations (Sweeping, Cleaning, Clearing)
- Pathway 14: Level 2 NVQ Certificate in Plant Operations (Operations Guide)
- Pathway 15: Level 2 NVQ Certificate in Plant Operations (Movement Guide)

## Additional Units

Candidates may complete any of the Additional Units but these will not count towards the qualification.

Additional Unit for Pathway 14			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>K/508/6536</b>	Setting out secondary dimensional work control in the workplace <i>Unit Endorsements:</i> <b>Three</b> of more of the following endorsements required: <i>Lines</i> <i>Levels</i> <i>Depths</i> <i>Areas</i> <i>Height</i> <i>Angles</i>	2	401v2
Additional Units for All Pathways			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>Y/508/6533</b>	Moving, handling and storing resources in the workplace	2	643
<b>F/508/6526</b>	Operating plant or machinery for non-operational activities in the workplace <i>Unit Endorsements:</i> <b>Two</b> of the following endorsements required: <i>Hand-operated power tools</i> <i>Static machinery</i> <i>Pedestrian controlled power equipment</i> <i>Tracked plant</i> <i>Wheeled plant</i> <i>Rollers</i>	2	659

## Pathway 1: Cranes and Specialist Lifting

Candidates must complete TWO Mandatory Units, plus ONE Optional Unit

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
Optional Units – complete ONE unit			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>R/508/6479</b>	Preparing and operating compact cranes to lift and transfer loads in the workplace <i>Unit Endorsements:</i> <i>One of the following endorsements required:</i> <i>Compact crane – static stabilisers</i> <i>Compact crane – mobile industrial</i> <i>Compact crane – luffic static</i> <i>Compact crane – 360 degree pick and carry</i>	2	387Av2
<b>J/508/6480</b>	Preparing and operating pedestrian operated tower cranes to lift and transfer loads in the workplace <i>Unit Endorsements:</i> <i>The following endorsements required:</i> <i>Tower crane trolley job – remote controlled</i>	2	387Ev2
<b>L/508/6481</b>	Preparing and operating overhead cranes to lift and transfer loads in the workplace	2	387Fv2
<b>R/508/6482</b>	Preparing and operating excavator cranes to lift and transfer loads in the workplace	2	387Gv2
<b>Y/508/6483</b>	Preparing and operating hoists to lift and transfer loads in the workplace <i>Unit Endorsements:</i> <i>One of the following endorsements required:</i> <i>Hoist rack and pinion goods</i> <i>Hoist passenger/goods combined</i> <i>Hoist rope operated goods</i> <i>Hoist transport platform</i>	2	387Ov2
<b>D/508/6484</b>	Preparing and operating lorry loaders or knuckle booms to lift and transfer loads in the workplace <i>Unit Endorsements:</i> <i>One of the following endorsements required:</i> <i>Knuckle boom</i> <i>Lorry loader hook</i> <i>Lorry loader clamshell bucket</i> <i>Lorry loader hydraulic clamp</i>	2	387Qv2

<b>H/508/6485</b>	Preparing and operating skip handlers to lift and transfer loads in the workplace	2	387Rv2
<b>M/508/6487</b>	Preparing and operating container handlers to lift and transfer loads in the workplace	2	387Sv2
<b>T/508/6488</b>	Preparing and operating self-propelled modular transporters (SPMT) to lift and transfer loads in the workplace	2	387Tv2
<b>A/508/6489</b>	Preparing and operating ergonomic manipulating machines to lift and transfer loads in the workplace	2	387Uv2

## Pathway 2: Fork-lift Trucks

Candidates must complete **TWO Mandatory Units, plus ONE Optional Unit**

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
Optional Units – complete ONE unit			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6490</b>	Preparing and operating rough terrain masted forklifts to lift and transfer loads in the workplace	2	387Hv2
<b>T/508/6491</b>	Preparing and operating industrial forklift trucks to lift and transfer loads in the workplace	2	387Jv2
<b>A/508/6492</b>	Preparing and operating sideloader forklifts to lift and transfer loads in the workplace	2	387Kv2
<b>F/508/6493</b>	Preparing and operating telescopic handlers to lift and transfer loads in the workplace <i>Unit Endorsements:</i> <b>One of the following endorsements required:</b> <i>Telescopic handler industrial telescopic</i> <i>Telescopic handler up to 9 metres</i> <i>Telescopic handler all sizes</i> <i>Telescopic handler all sizes excluding 360 degree</i> <i>Telescopic handler all sizes including 360 degree</i>	2	387Lv2
<b>J/508/6494</b>	Preparing and operating reach trucks to lift and transfer loads in the workplace	2	387Mv2

## Pathway 3: Extracting

Candidates must complete TWO Mandatory Units, plus ONE Optional Unit

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
Optional Units – complete ONE unit			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>D/508/6498</b>	Preparing and operating wheeled loading shovels to extract loose materials in the workplace	2	388Cv3
<b>H/508/6499</b>	Preparing and operating skid steer loaders to extract loose materials in the workplace	2	388Ev3
<b>L/508/6500</b>	Preparing and operating loader compressors to extract loose materials in the workplace	2	388Hv3
<b>M/617/2280</b>	Preparing and operating suction and vacuum excavators to extract in the workplace	2	388Mv2

## Pathway 4: Transporting Loads

Candidates must complete TWO Mandatory Units, plus ONE Optional Unit

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
Optional Units – complete ONE unit			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>R/508/6501</b>	Preparing and operating forward tipping dumpers to receive, transport and discharge materials in the workplace <i>Unit Endorsements:</i> <i>One of the following endorsements required:</i> <i>Forward tipping dumper wheeled</i> <i>Forward tipping dumper tracked</i>	2	391Bv3
<b>Y/508/6502</b>	Preparing and operating rear tipping dump trucks to receive, transport and discharge materials in the workplace <i>Unit Endorsements:</i> <i>One of the following endorsements required:</i> <i>Dump truck – articulated chassis up to 154 tonne</i> <i>Dump truck – articulated chassis all sizes</i> <i>Dump truck – rigid chassis up to 15 tonne</i> <i>Dump truck – rigid chassis up to 50 tonne</i> <i>Dump truck – rigid chassis all sizes wheeled</i> <i>Dump truck – rigid chassis tracked</i>	2	391Cv3
<b>D/508/6503</b>	Preparing and operating tractors with towed equipment for non-agricultural activities in the workplace	2	391Dv3
<b>H/508/6504</b>	Preparing and operating trailer-mounted concrete pumps to receive, pump and discharge materials in the workplace	2	391Ev3
<b>K/508/6505</b>	Preparing and operating self-propelled bowsers to receive, transport and discharge materials in the workplace	2	391Fv3
<b>M/508/6506</b>	Preparing and operating static concrete placing booms to discharge and place materials in the workplace	2	391Gv1
<b>T/508/6507</b>	Preparing and operating volumetric trucks to receive and transport materials in the workplace	2	391Hv1

## Pathway 5: Work Platforms

Candidates must complete TWO Mandatory Units, plus ONE Optional Unit

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
Optional Units – complete ONE unit			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>A/508/6508</b>	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	2	392Av3
<b>F/508/6509</b>	Preparing and operating boom-type elevating work platforms (MEWP) in the workplace <i>Unit Endorsements:</i> <i>One of the following endorsements required:</i> <i>Mobile elevated working platform boom vehicle mounted</i> <i>Mobile elevated working platform boom self-propelled</i>	2	392Bv3
<b>T/508/6510</b>	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace	2	392Cv3

## Pathway 6: Laying and Distributing

Candidates must complete TWO Mandatory Units, plus ONE Optional Unit

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
Optional Units – complete ONE unit			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>A/508/6511</b>	Preparing and operating binder spreaders to lay and distribute materials in the workplace	2	393Gv1
<b>F/508/6512</b>	Preparing and operating self-propelled spreaders to lay and distribute materials in the workplace	2	393Hv1
<b>L/508/6514</b>	Preparing and operating towed scrapers to lay and distribute materials in the workplace	2	393Jv1

## Pathway 7: Compacting

Candidates must complete TWO Mandatory Units, plus ONE Optional Unit

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
Optional Units – complete ONE unit			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>R/508/6515</b>	Preparing and operating ride-on rollers to compact materials in the workplace	2	394Av3
<b>Y/508/6516</b>	Preparing and operating soil compactors to compact materials in the workplace	2	394Bv3
<b>D/508/6517</b>	Preparing and operating landfill compactors to compact materials in the workplace	2	394Cv3

## Pathway 8: Processing

Candidates must complete **TWO Mandatory Units, plus ONE Optional Unit**

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
Optional Units – complete ONE unit			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>H/508/6518</b>	Preparing and operating crushers to process materials in the workplace	2	395Av3
<b>K/508/6519</b>	Preparing and operating screeners to process materials in the workplace	2	395Bv3
<b>K/508/6522</b>	Preparing and operating batching plant to process materials in the workplace	2	395Cv3

## Pathway 9: Loading and Securing

Candidates must complete **THREE Mandatory Units, plus ONE Optional Unit**

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
<b>M/508/6523</b>	<p>Preparing for, and arranging and securing plant or machinery for transportation in the workplace</p> <p><u>Unit Endorsements:</u>  <b>Two</b> of the following endorsements required:  <i>Drive and operate</i>  <i>Direct and guide movement</i>  <i>Direct and guide operations</i>  <i>Slinger/signaller</i>  <i>Raised loads</i></p> <p><b>Plus one</b> or more of the following endorsements required:  <i>Loader/securer Slinger Signaller non STGO, non LGV</i>  <i>Loader/securer Slinger Signaller non STGO, LGV</i>  <i>Loader/securer Slinger Signaller STGO</i>  <i>Loader/securer movement guide marshaller non STGO, non LGV</i>  <i>Loader/securer movement guide marshaller non STGO, LGV</i>  <i>Loader/securer movement guide marshaller</i>  <i>Loader/securer plant driver non STGO, non LGV</i>  <i>Loader/securer plant driver non STGO, LGV</i>  <i>Loader/securer plant driver STGO</i></p>	2	397Cv1
Optional Units – complete ONE unit			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>T/508/6524</b>	<p>Preparing to and directing and guiding the movement of vehicles, plant or machinery in the workplace</p> <p><u>Unit Endorsements:</u>  <b>One</b> of the following endorsements required:  <i>Movement guide marshaller</i>  <i>Loader/securer</i></p>	2	396Cv1
<b>A/508/6525</b>	<p>Slinging and hand signalling the movement of suspended loads in the workplace;</p> <p><u>Unit Endorsements:</u>  <b>The following endorsement required (i.e. own area of work):</b>  <i>Slinger signaller – loader securer only</i></p>	2	402Av1

<b>F/508/6526</b>	Operating plant or machinery for non-operational activities in the workplace <u>Unit Endorsements:</u> <b>Two</b> of the following endorsements required: <i>Hand-operated power tools</i> <i>Static machinery</i> <i>Pedestrian controlled power equipment</i> <i>Tracked plant</i> <i>Wheeled plant</i> <i>Rollers</i>	2	659
-------------------	--	---	-----

## Pathway 10: Road/Rail

Candidates must complete **THREE Mandatory Units, plus ONE Optional Unit**

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
<b>J/508/6527</b>	Preparing and operating road/rail adapted plant in the workplace <u>Unit Endorsements:</u> <i>One of the following endorsements required:</i> Road rail – forward tipping dumper Road rail – MEWP scissor Road rail – MEWP boom Road rail – crawler tractor/dozer Road rail – knuckle boom crane Road rail – dump truck – articulated chassis Road rail – dump truck – rigid chassis Road rail – excavator 360 degree wheeled Road rail – excavator 360 degree tracked Road rail – excavator crane Road rail – crane Road rail – rough terrain forklift truck Road rail – telescopic handler Road rail – agricultural tractor	2	398v3
Optional Units – complete ONE unit			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>R/508/6482</b>	Preparing and operating excavator cranes to lift and transfer loads in the workplace	2	387Gv2
<b>M/508/6490</b>	Preparing and operating rough terrain masted forklifts to lift and transfer loads in the workplace	2	387Hv2
<b>F/508/6493</b>	Preparing and operating telescopic handlers to lift and transfer loads in the workplace <u>Unit Endorsements:</u> <i>One of the following endorsements required:</i> Telescopic handler industrial telescopic Telescopic handler up to 9 metres Telescopic handler all sizes Telescopic handler all sizes excluding 360 degree Telescopic handler all sizes including 360 degree	2	387Lv2
<b>D/508/6484</b>	Preparing and operating lorry loaders or knuckle booms to lift and transfer loads in the workplace <u>Unit Endorsements:</u> <i>One of the following endorsements required:</i> Knuckle boom Lorry loader hook Lorry loader clamshell bucket Lorry loader hydraulic clamp	2	387Qv2
<b>D/508/6498</b>	Preparing and operating wheeled loading shovels to extract loose materials in the workplace	2	388Cv3

<b>H/508/6499</b>	Preparing and operating skid steer loaders to extract loose materials in the workplace	2	388Ev3
<b>L/508/6500</b>	Preparing and operating loader compressors to extract loose materials in the workplace	2	388Hv3
<b>R/508/6501</b>	Preparing and operating forward tipping dumpers to receive, transport and discharge materials in the workplace <u>Unit Endorsements:</u> <b>One of the following endorsements required:</b> <i>Forward tipping dumper wheeled</i> <i>Forward tipping dumper tracked</i>	2	391Bv3
<b>Y/508/6502</b>	Preparing and operating rear tipping dump trucks to receive, transport and discharge materials in the workplace <u>Unit Endorsements:</u> <b>One of the following endorsements required:</b> <i>Dump truck – articulated chassis up to 154 tonne</i> <i>Dump truck – articulated chassis all sizes</i> <i>Dump truck – rigid chassis up to 15 tonne</i> <i>Dump truck – rigid chassis up to 50 tonne</i> <i>Dump truck – rigid chassis all sizes wheeled</i> <i>Dump truck – rigid chassis tracked</i>	2	391Cv3
<b>D/508/6502</b>	Preparing and operating tractors with towed equipment for non-agricultural activities in the workplace	2	391Dv3
<b>A/508/6508</b>	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	2	392Av3
<b>F/508/6509</b>	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace <u>Unit Endorsements:</u> <b>One of the following endorsements required:</b> <i>Mobile elevated working platform boom vehicle mounted</i> <i>Mobile elevated working platform boom self-propelled</i>	2	392Bv3
<b>T/508/6510</b>	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace	2	392Cv3

## Pathway 11: Attachments

Candidates must complete **THREE Mandatory Units, plus ONE Optional Unit**

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	CITB Internal Unit Ref.
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
<b>L/508/6528</b>	Preparing and operating plant or machinery attachments in the workplace <u>Unit Endorsements:</u> <b>One of the following endorsements required:</b> Rail thimble Rail flail Rail ballast brush Rail ballast/material movement vacuum unit Rail hydraulic rail beam Rail hydraulic sleeper grab Rail trailer Rail tamper Rail vacuum lifter Rail grapple/log grab Auger Sweeper Pecker/hammer Mower Grab Roller Mobile work platform Fork Lifthook Bucket Lifting jib Crusher	2	399v3
Optional Units – complete ONE unit			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	CITB Internal Unit Ref.
<b>R/508/6482</b>	Preparing and operating excavator cranes to lift and transfer loads in the workplace	2	387Gv2
<b>M/508/6490</b>	Preparing and operating rough terrain masted forklifts to lift and transfer loads in the workplace	2	387Hv2
<b>F/508/6493</b>	Preparing and operating telescopic handlers to lift and transfer loads in the workplace <u>Unit Endorsements:</u> <b>One of the following endorsements required:</b> Telescopic handler industrial telescopic Telescopic handler up to 9 metres Telescopic handler all sizes Telescopic handler all sizes excluding 360 degree Telescopic handler all sizes including 360 degree	2	387Lv2

<b>D/508/6484</b>	Preparing and operating lorry loaders or knuckle booms to lift and transfer loads in the workplace <i>Unit Endorsements:</i> <b>One of the following endorsements required:</b> <i>Knuckle boom</i> <i>Lorry loader hook</i> <i>Lorry loader clamshell bucket</i> <i>Lorry loader hydraulic clamp</i>	2	387Qv2
<b>D/508/6498</b>	Preparing and operating wheeled loading shovels to extract loose materials in the workplace	2	388Cv3
<b>H/508/6499</b>	Preparing and operating skid steer loaders to extract loose materials in the workplace	2	388Ev3
<b>L/508/6500</b>	Preparing and operating loader compressors to extract loose materials in the workplace	2	388Hv3
<b>R/508/6501</b>	Preparing and operating forward tipping dumpers to receive, transport and discharge materials in the workplace <i>Unit Endorsements:</i> <b>One of the following endorsements required:</b> <i>Forward tipping dumper wheeled</i> <i>Forward tipping dumper tracked</i>	2	391Bv3
<b>Y/508/6502</b>	Preparing and operating rear tipping dump trucks to receive, transport and discharge materials in the workplace <i>Unit Endorsements:</i> <b>One of the following endorsements required:</b> <i>Dump truck – articulated chassis up to 154 tonne</i> <i>Dump truck – articulated chassis all sizes</i> <i>Dump truck – rigid chassis up to 15 tonne</i> <i>Dump truck – rigid chassis up to 50 tonne</i> <i>Dump truck – rigid chassis all sizes wheeled</i> <i>Dump truck – rigid chassis tracked</i>	2	391Cv3
<b>D/508/6502</b>	Preparing and operating tractors with towed equipment for non-agricultural activities in the workplace	2	391Dv3
<b>A/508/6508</b>	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	2	392Av3
<b>F/508/6509</b>	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace <i>Unit Endorsements:</i> <b>One of the following endorsements required:</b> <i>Mobile elevated working platform boom vehicle mounted</i> <i>Mobile elevated working platform boom self-propelled</i>	2	392Bv3
<b>T/508/6510</b>	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace	2	392Cv3

## Pathway 12: Excavating

Candidates must complete TWO Mandatory Units, plus ONE Optional Unit

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
Optional Units – complete ONE unit			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>R/508/6529</b>	Preparing and operating wheeled loading shovels to excavate in the workplace	2	389Ev1
<b>J/508/6530</b>	Preparing and operating skid steer loaders to excavate in the workplace	2	389Gv1
<b>T/617/2281</b>	Preparing and operating suction and vacuum excavators to excavate in the workplace	2	389Hv1

## Pathway 13: Sweeping, Cleaning, Clearing

Candidates must complete **THREE** Mandatory Units.

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
<b>L/508/6531</b>	Preparing and operating plant or machinery to sweep, clean or clear in the workplace <u>Unit Endorsements:</u> <b>One</b> of the following endorsements required: <i>Road sweeper</i> <i>Pavement sweeper</i> <i>Self-propelled sweeper</i> <i>Pedestrian controlled sweeper</i> <i>Gully cleaner</i> <i>Gully sucker</i> <i>Pedestrian controlled cleaner</i> <b>Plus two</b> of the following: <i>Tipping of lifted materials</i> <i>Scrub clean</i> <i>Hose clean, wet sweep</i> <i>Pressure washer clean</i> <i>Empty or clear by suction</i> <i>Blow clear</i>	2	761v1

## Pathway 14: Operations Guide

Candidates must complete **THREE Mandatory Units**.

Candidates may complete the Additional Unit for this Pathway but it will not count towards the qualification.

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
<b>R/508/6532</b>	Controlling, directing and guiding the operation of plant or machinery in the workplace	2	760v1
Additional Unit for Pathway 14			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>K/508/6536</b>	Setting out secondary dimensional work control in the workplace <i>Unit Endorsements:</i> <b>Three of more of the following endorsements required:</b> <i>Lines</i> <i>Levels</i> <i>Depths</i> <i>Areas</i> <i>Height</i> <i>Angles</i>	2	401v2

## Pathway 15: Movement Guide

Candidates must complete **THREE** Mandatory Units.

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
<b>T/508/6524</b>	Preparing to and directing and guiding the movement of vehicles, plant or machinery in the workplace <i>Unit Endorsements:</i> <b>One of the following endorsements required:</b> <i>Movement guide marshaller</i> <i>Loader/securer</i>	2	396Cv1

## Additional Units for All Pathways

Candidates may complete any of the Additional Units for any of the Pathways but they will not count towards the qualification.

Additional Units for All Pathways			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>Y/508/6533</b>	Moving, handling and storing resources in the workplace	2	643
<b>F/508/6526</b>	Operating plant or machinery for non-operational activities in the workplace <i>Unit Endorsements:</i> <i>Two of the following endorsements required:</i> <i>Hand-operated power tools</i> <i>Static machinery</i> <i>Pedestrian controlled power equipment</i> <i>Tracked plant</i> <i>Wheeled plant</i> <i>Rollers</i>	2	659

## Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

### Staff

Staff delivering this qualification must be appropriately qualified and/or occupationally competent.

### Assessors/Internal Quality Assurance

Assessors for each 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.

Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or internal quality assurance qualifications.

## Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

## Links to National Standards / NOS mapping

National Occupational Standards (NOS) are owned by a Sector Skills Council or Standard Setting Body and they describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The structure and units of this qualification are based on NOS for the construction sector developed by CITB.

## Assessment

This qualification is competence-based, candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

The qualifications must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment, and it must be internally assessed by an appropriately experienced and qualified assessor.

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

- Evidence can include:
- observation report by assessor
  - assignments/projects/reports
  - professional discussion
  - witness testimony
  - candidate product
  - worksheets
  - record of oral and written questioning
  - Recognition of Prior Learning

**Learning outcomes** set out what a candidate is expected to know, understand or be able to do.

**Assessment criteria** specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria can be found from page 25.

**Additional information** for assessment and requirements for unit **endorsements** where relevant is included after all of the learning outcomes and assessment criteria for each unit.

## Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

## Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

## Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

## Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title -

**ProQual Level 2 NVQ Certificate in Plant Operations (Construction)**

### Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

### Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

### Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Conforming to general health, safety and welfare in the workplace.</b>	
<b>Unit Number:</b>	M/508/6537	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Comply with all workplace health, safety and welfare legislation requirements.	1.1	Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area.
	1.2	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements.
	1.3	Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment.
	1.4	State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	1.5	State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
	1.6	State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.
	1.7	State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.
	1.8	State how to comply with control measures that have been identified by risk assessments and safe systems of work.
2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.	2.1	Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures.
	2.2	List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities.
	2.3	List the current Health and Safety Executive top ten safety risks.

## Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to general health, safety and welfare in the workplace.	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
2 continued	2.4	List the current Health and Safety Executive top five health risks.
	2.5	State how changing circumstances within the workplace could cause hazards.
	2.6	State the methods used for reporting changed circumstances, hazards and incidents in the workplace.
3 Comply with organisational policies and procedures to contribute to health, safety and welfare.	3.1	Interpret and comply with given instructions to maintain safe systems of work and quality working practices.
	3.2	Contribute to discussions by offering/providing feedback relating to health, safety and welfare.
	3.3	Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures.
	3.4	Safely store health and safety control equipment in accordance with given instructions.
	3.5	Dispose of waste and/or consumable items in accordance with legislation.
	3.6	State the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> <li>– dealing with accidents and emergencies associated with the work and environment</li> <li>– methods of receiving or sourcing information</li> <li>– reporting</li> <li>– stopping work</li> <li>– evacuation</li> <li>– fire risks and safe exit procedures</li> <li>– consultation and feedback.</li> </ul>
	3.7	State the appropriate types of fire extinguishers relevant to the work.
	3.8	State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Conforming to general health, safety and welfare in the workplace.</b>	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	4.1	Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.
	4.2	State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: <ul style="list-style-type: none"> <li>– recognising when to stop work in the face of serious and imminent danger to self and/or others</li> <li>– contributing to discussions and providing feedback</li> <li>– reporting changed circumstances and incidents in the workplace</li> <li>– complying with the environmental requirements of the workplace.</li> </ul>
	4.3	Give examples of how the behaviour and actions of individuals could affect others within the workplace.
5 Comply with and support all organisational security arrangements and approved procedures.	5.1	Provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> <li>– during the working day</li> <li>– on completion of the day's work</li> <li>– for unauthorised personnel (other operatives and the general public)</li> <li>– for theft.</li> </ul>
	5.2	State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Conforming to general health, safety and welfare in the workplace.</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Credit value	2
Unit guided learning hours	7

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Conforming to productive working practices in the workplace</b>	
<b>Unit Number :</b>	T/508/6538	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Communicate with others to establish productive work practices.	1.1	Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively.
	1.2	Describe the different methods of communicating with line management, colleagues and customers.
	1.3	Describe how to use different methods of communication to ensure that the work carried out is productive.
2 Follow organisational procedures to plan the sequence of work.	2.1	Interpret relevant information from organisational procedures in order to plan the sequence of work.
	2.2	Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively.
	2.3	Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: <ul style="list-style-type: none"> <li>– using resources for own and other’s work requirements</li> <li>– allocating appropriate work to employees</li> <li>– organising the work sequence</li> <li>– reducing carbon emissions.</li> </ul>
	2.4	Describe how to contribute to zero/low carbon work outcomes within the built environment.
3 Maintain relevant records in accordance with the organisational procedures.	3.1	Complete relevant documentation according to the occupation as required by the organisation.
	3.2	Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> <li>– job cards</li> <li>– worksheets</li> <li>– material/resource lists</li> <li>– time sheets.</li> </ul>
	3.3	Explain the reasons for ensuring documentation is completed clearly and within given timescales.
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.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Conforming to productive working practices in the workplace</b>	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
	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"> <li>– individuals</li> <li>– customer and operative</li> <li>– operative and line management</li> <li>– own and other occupations.</li> </ul>
	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.

<b>Title:</b>	<b>Conforming to Productive Working Practices in the Workplace</b>	
<b>Additional information about this unit</b>		
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>	
Sector Subject Areas	05.2 Building and Construction	
Availability for use	Shared unit	
Unit credit value	3	
Unit guided learning hours	10	

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating compact cranes to lift and transfer loads in the workplace</b>	
<b>Unit Number:</b>	R/508/6479	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of compact cranes to lift, transfer and place loads.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of compact cranes to lift and transfer loads.</li> </ul>
2 Organise with others the sequence and operation in which lifting operations using compact cranes are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during lifting operations with compact cranes.
3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads using compact cranes.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating compact cranes to lift and transfer loads in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
<p>4 Maintain safe and healthy working practices when preparing for and carrying out lifting operations using compact cranes.</p>	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during lifting operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out lifting operations using compact cranes in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– safe use and storage of lifting accessories</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to compact crane use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using compact cranes.</p>	5.1	Request and select resources associated with compact cranes in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting accessories</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating compact cranes to lift and transfer loads in the workplace</b>	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and method of work.
	5.6	Describe how to identify weight, bearing, pressure, quantity, length and area associated with the method/procedures to carry out lifting operations with compact cranes.
6 Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and lifting and transferring loads.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating compact cranes to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
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"> <li>– checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, set up and operate compact cranes to lift, transfer and place a variety of loads to given working instructions.
	8.4	Shut down and secure compact cranes.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the crane for the lifting and transferring operation</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– lift and transfer people</li> <li>– carry out function checks for lifting and transferring loads</li> <li>– prepare, set up and reconfigure for various loads and locations</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify characteristics, type, weight and position of loads for lifting and transferring</li> </ul>
	8.6	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:– <ul style="list-style-type: none"> <li>- recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– secure and balance loads for lifting</li> <li>– lift, remove and transfer loads</li> <li>– position, place and set down loads</li> <li>– confirm load stability, security and release</li> <li>– attach and remove guide ropes and aids</li> <li>– be on the public highway</li> <li>– shut down and secure the crane</li> <li>– use hand tools and ancillary equipment</li> <li>– use, handle and store lifting accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating compact cranes to lift and transfer loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Certificate in Plant Operations (Construction):</u>  <b>One</b> of the following endorsements required:            Compact crane – static stabilisers            Compact crane – mobile industrial            Compact crane – luffing static            Compact crane – 360 degree pick and carry</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	30
Unit guided learning hours	100

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating pedestrian operated tower cranes to lift and transfer loads in the workplace</b>
<b>Unit Number:</b>	J/508/6480
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of pedestrian operated tower cranes to lift, transfer and place loads.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of pedestrian operated tower cranes to lift and transfer loads.</li> </ul>
2 Organise with others the sequence and operation in which lifting operations using pedestrian operated tower cranes are to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during lifting operations with pedestrian operated tower cranes.
3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads using pedestrian operated tower cranes.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating pedestrian operated tower cranes to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out lifting operations using pedestrian operated tower cranes.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during lifting operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out lifting operations using pedestrian operated tower cranes in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– safe use and storage of lifting accessories</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to pedestrian operated tower crane use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using pedestrian operated tower cranes.	5.1	Request and select resources associated with pedestrian operated tower cranes in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting accessories</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating pedestrian operated tower cranes to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and method of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out lifting operations with pedestrian operated tower cranes.
6 Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and lifting and transferring loads.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating pedestrian operated tower cranes to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Comply with the given contract information to lift, transfer and place loads 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"> <li>– checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, set up and operate pedestrian operated tower cranes to lift, transfer and place a variety of loads to given working instructions.
	8.4	Shut down and secure pedestrian operated tower cranes.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the crane for the lifting and transferring operation</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– lift and transfer people</li> <li>– carry out function checks for lifting and transferring loads</li> <li>– prepare, set up and reconfigure for various loads and locations</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify characteristics, type, weight and position of loads for lifting and transferring</li> </ul>
	8.6	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– secure and balance loads for lifting</li> <li>– lift, remove and transfer loads</li> <li>– position, place and set down loads</li> <li>– confirm load stability, security and release</li> <li>– attach and remove guide ropes and aids</li> <li>– be on the public highway</li> <li>– shut down and secure the crane</li> <li>– use hand tools and ancillary equipment</li> <li>– use, handle and store lifting accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating pedestrian operated tower cranes to lift and transfer loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Certificate in Plant Operations (Construction):</u></p> <p>The following endorsements required:</p> <p>Tower crane trolley jib – remote controlled</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	30
Unit guided learning hours	100

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating overhead cranes to lift and transfer loads in the workplace</b>	
<b>Unit Number:</b>	L/508/6481	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of overhead cranes to lift, transfer and place loads.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of overhead cranes to lift and transfer loads.</li> </ul>
2 Organise with others the sequence and operation in which lifting operations using overhead cranes are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during lifting operations with overhead cranes.
3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads using overhead cranes.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating overhead cranes to lift and transfer loads in the workplace</b>	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out lifting operations using overhead cranes.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during lifting operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out lifting operations using overhead cranes in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– safe use and storage of lifting accessories</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to overhead crane use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using overhead cranes.	5.1	Request and select resources associated with overhead cranes in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting accessories</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating overhead cranes to lift and transfer loads in the workplace</b>	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and method of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out lifting operations with overhead cranes.
6 Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and lifting and transferring loads.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating overhead cranes to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Comply with the given contract information to lift, transfer and place loads using overhead cranes to the required specification.	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using overhead cranes: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, set up and operate overhead cranes to lift, transfer and place a variety of loads to given working instructions.
	8.4	Shut down and secure overhead cranes.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the crane for the lifting and transferring operation</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– lift and transfer people</li> <li>– carry out function checks for lifting and transferring loads</li> <li>– prepare, set up and reconfigure for various loads and locations</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify characteristics, type, weight and position of loads for lifting and transferring</li> </ul>
		<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– secure and balance loads for lifting</li> <li>– lift, remove and transfer loads</li> <li>– position, place and set down loads</li> <li>– confirm load stability, security and release</li> <li>– attach and remove guide ropes and aids</li> <li>– be on the public highway</li> <li>– shut down and secure the crane</li> <li>– use hand tools and ancillary equipment</li> <li>– use, handle and store lifting accessories.</li> </ul>
	8.6	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.
8.7	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.	

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating overhead cranes to lift and transfer loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	18
Unit guided learning hours	60

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating excavator cranes to lift and transfer loads in the workplace</b>	
<b>Unit Number:</b>	R/508/6482	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of excavator cranes to lift, transfer and place loads.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of excavator cranes to lift and transfer loads.</li> </ul>
2 Organise with others the sequence and operation in which lifting operations using excavator cranes are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during lifting operations with excavator cranes.
3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads using excavator cranes.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating excavator cranes to lift and transfer loads in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
<p>4 Maintain safe and healthy working practices when preparing for and carrying out lifting operations using excavator cranes.</p>	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during lifting operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out lifting operations using excavator cranes in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– safe use and storage of lifting accessories</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to excavator crane use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using excavator cranes.</p>	5.1	Request and select resources associated with excavator cranes in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting accessories</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating excavator cranes to lift and transfer loads in the workplace</b>	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and method of work.
	5.6	Describe how to identify weight, pressure, quantity, length and area associated with the method/procedures to carry out lifting operations with excavator cranes.
6 Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and lifting and transferring loads.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating excavator cranes to lift and transfer loads in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
8 Comply with the given contract information to lift, transfer and place loads using excavator cranes to the required specification.	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using excavator cranes: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, set up and operate excavator cranes to lift, transfer and place a variety of loads and/or materials to given working instructions.
	8.4	Shut down and secure excavator cranes.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the crane for the lifting and transferring operation</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– lift and transfer people</li> <li>– carry out function checks for lifting and transferring loads</li> <li>– prepare, set up and reconfigure for various loads and locations</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify characteristics, type, weight and position of loads for lifting and transferring</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– secure and balance loads for lifting</li> <li>– lift, remove and transfer loads</li> <li>– position, place and set down loads</li> <li>– confirm load stability, security and release</li> <li>– attach and remove guide ropes and aids</li> <li>– be on the public highway</li> <li>– shut down and secure the crane</li> <li>– use hand tools and ancillary equipment</li> <li>– use, handle and store lifting accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating excavator cranes to lift and transfer loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	30
Unit guided learning hours	100

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating hoists to lift and transfer loads in the workplace</b>	
<b>Unit Number:</b>	Y/508/6483	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of hoists to lift and transfer loads.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of hoists to lift and transfer loads.</li> </ul>
2 Organise with others the sequence and operation in which lifting and transferring operations using hoist are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during hoist operations.
3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads using hoists.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating hoists to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out lifting and transferring operations using hoists.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during hoist operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out hoist operations in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– safe use and storage of lifting accessories</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to hoist use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out lifting and transferring operations using hoists.	5.1	Request and select resources associated with hoists in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting accessories</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating hoists to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and method of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out lifting and transferring operations with hoists.
6 Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and lifting and transferring loads.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating hoists to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
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 and transferring loads using hoists: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, set up and operate hoists to lift and transfer a variety of loads and personnel (where applicable), at various levels or heights, to given working instructions.
	8.4	Shut down and secure hoists.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the hoist for the lifting operation</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– lift and transfer people</li> <li>– carry out function checks for lifting and transferring loads</li> <li>– prepare, set up and reconfigure for various loads and locations</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– identify characteristics, type, weight and position of loads for lifting and transferring</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– secure and balance loads for lifting</li> <li>– lift and transfer loads</li> <li>– position, place and set down loads</li> <li>– confirm load stability, security and release</li> <li>– attach and remove guide ropes and aids</li> <li>– be on the public highway</li> <li>– shut down and isolate the hoist</li> <li>– use hand tools and ancillary equipment</li> <li>– use, handle and store lifting accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating hoists to lift and transfer loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Certificate in Plant Operations (Construction):</u>  <b>One</b> of the following endorsements required:          Hoist rack and pinion goods          Hoist passenger/goods combined          Hoist rope operated goods          Hoist transport platform</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	12
Unit guided learning hours	40

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating lorry loaders or knuckle booms to lift and transfer loads in the workplace</b>	
<b>Unit Number:</b>	D/508/6484	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of lorry loaders/knuckle booms to lift, transfer and place loads.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of lorry loaders/knuckle boom to lift and transfer loads.</li> </ul>
2 Organise with others the sequence and operation in which lifting operations using lorry loaders/knuckle booms are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during lifting operations with lorry loaders/knuckle boom.
3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads using lorry loaders/knuckle booms.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating lorry loaders or knuckle booms to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
<p>4 Maintain safe and healthy working practices when preparing for and carrying out lifting operations using lorry loaders/knuckle booms.</p>	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during lifting operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out lifting operations using lorry loaders/knuckle booms in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– safe use and storage of lifting accessories</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to lorry loader/knuckle boom use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using lorry loaders/knuckle booms.</p>	5.1	Request and select resources associated with lorry loaders/knuckle booms in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting accessories</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating lorry loaders or knuckle booms to lift and transfer loads in the workplace</b>	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and method of work.
	5.6	Describe how to identify weight, bearing, pressure, quantity, length and area associated with the method/procedures to carry out lifting operations with lorry loaders/knuckle booms.
6 Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and lifting and transferring loads.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating lorry loaders or knuckle booms to lift and transfer loads in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
8 Comply with the given contract information to lift, transfer and place loads using lorry loaders/knuckle booms to the required specification.	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using lorry loaders/knuckle booms: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, set up and operate lorry loaders/knuckle booms to lift, transfer and place a variety of loads to given working instructions.
	8.4	Shut down and secure lorry loaders/knuckle booms.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the lorry loader/knuckle boom for the lifting and transferring operation</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– lift and transfer people</li> <li>– carry out function checks for lifting and transferring loads</li> <li>– prepare, set up and reconfigure for various loads and locations</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify characteristics, type, weight and position of loads for lifting and transferring</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– secure and balance loads for lifting</li> <li>– lift, remove and transfer loads</li> <li>– position, place and set down loads</li> <li>– confirm load stability, security and release</li> <li>– attach and remove guide ropes and aids</li> <li>– be on the public highway</li> <li>– shut down and secure the lorry loader/knuckle boom</li> <li>– use hand tools and ancillary equipment</li> <li>– use, handle and store lifting accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating lorry loaders or knuckle booms to lift and transfer loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Certificate in Plant Operations (Construction):</u></p> <p><b>One</b> of the following endorsements required:</p> <ul style="list-style-type: none"> <li>Knuckle boom</li> <li>Lorry loader hook</li> <li>Lorry loader clamshell bucket</li> <li>Lorry loader hydraulic clamp</li> </ul>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	30
Unit guided learning hours	100

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating skip handlers to lift and transfer loads in the workplace</b>
<b>Unit Number:</b>	H/508/6485
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of skip handlers to lift, transfer and place loads.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of skip handlers to lift and transfer loads.</li> </ul>
2 Organise with others the sequence and operation in which lifting operations using skip handlers are to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during lifting operations with skip handlers.
3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads using skip handlers.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating skip handlers to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out lifting operations using skip handlers.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during lifting operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out lifting operations using skip handlers in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– safe use and storage of lifting accessories</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to skip handler use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using skip handlers.	5.1	Request and select resources associated with skip handlers in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting accessories</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating skip handlers to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and method of work.
	5.6	Describe how to identify weight, pressure, quantity, length and area associated with the method/procedures to carry out lifting operations with skip handlers.
6 Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and lifting and transferring loads.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating skip handlers to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
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"> <li>– checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, set up and operate skip handlers to lift, transfer and place a variety of loads to given working instructions.
	8.4	Shut down and secure skip handlers.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the skip handler for the lifting and transferring operation</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– lift and transfer people</li> <li>– carry out function checks for lifting and transferring loads</li> <li>– prepare, set up and reconfigure for various loads and locations</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify characteristics, type, weight and position of loads for lifting and transferring</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– secure and balance loads for lifting</li> <li>– lift, remove and transfer loads</li> <li>– position, place and set down loads</li> <li>– confirm load stability, security and release</li> <li>– attach and remove guide ropes and aids</li> <li>– be on the public highway</li> <li>– shut down and secure the skip handler.</li> <li>– use hand tools and ancillary equipment</li> <li>– use, handle and store lifting accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating skip handlers to lift and transfer loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	18
Unit guided learning hours	60

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating container handlers to lift and transfer loads in the workplace</b>
<b>Unit Number:</b>	M/508/6487
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of container handlers to lift, transfer and place loads.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of container handlers to lift and transfer loads.</li> </ul>
2 Organise with others the sequence and operation in which lifting operations using container handlers are to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during lifting operations with container handlers.
3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads using container handlers.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating container handlers to lift and transfer loads in the workplace</b>	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out lifting operations using container handlers.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during lifting operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out lifting operations using container handlers in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– safe use and storage of lifting accessories</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to container handler use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using container handlers.	5.1	Request and select resources associated with container handlers in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting accessories</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating container handlers to lift and transfer loads in the workplace</b>	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and method of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out lifting operations with container handlers.
6 Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and lifting and transferring loads.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating container handlers to lift and transfer loads in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
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"> <li>– checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, set up and operate container handlers to lift, transfer and place a variety of loads to given working instructions.
	8.4	Shut down and secure container handlers.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the container handler for the lifting and transferring operation</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– lift and transfer people</li> <li>– carry out function checks for lifting and transferring loads</li> <li>– prepare, set up and reconfigure for various loads and locations</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify characteristics, type, weight and position of loads for lifting and transferring</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– secure and balance loads for lifting</li> <li>– lift, remove and transfer loads</li> <li>– position, place and set down loads</li> <li>– confirm load stability, security and release</li> <li>– attach and remove guide ropes and aids</li> <li>– be on the public highway</li> <li>– shut down and secure the container handler</li> <li>– use hand tools and ancillary equipment</li> <li>– use, handle and store lifting accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating container handlers to lift and transfer loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	18
Unit guided learning hours	60

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating self-propelled modular transporters (SPMT) to lift and transfer loads in the workplace</b>	
<b>Unit Number:</b>	T/508/6488	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of SPMTs to lift, transfer and place loads.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of SPMTs to lift and transfer loads.</li> </ul>
2 Organise with others the sequence and operation in which lifting operations using SPMTs are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during lifting operations with SPMTs.
3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads using SPMTs.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating self-propelled modular transporters (SPMT) to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out lifting operations using SPMTs.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during lifting operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out lifting operations using SPMTs in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– safe use and storage of lifting accessories</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to SPMT use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using SPMTs.	5.1	Request and select resources associated with SPMTs in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting accessories</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating self-propelled modular transporters (SPMT) to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and method of work.
	5.6	Describe how to identify weight, bearing, pressure, quantity, length and area associated with the method/procedures to carry out lifting operations with SPMTs.
6 Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and lifting and transferring loads.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating self-propelled modular transporters (SPMT) to lift and transfer loads in the workplace</b>	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
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 SPMTs: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, set up and operate SPMTs to lift, transfer and place a variety of loads to given working instructions.
	8.4	Shut down and secure SPMTs.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the SPMT for the lifting and transferring operation</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– lift and transfer people</li> <li>– carry out function checks for lifting and transferring loads</li> <li>– prepare, set up and reconfigure for various loads and locations</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify characteristics, type, weight and position of loads for lifting and transferring</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– secure and balance loads for lifting</li> <li>– lift, remove and transfer loads</li> <li>– position, place and set down loads</li> <li>– confirm load stability, security and release</li> <li>– attach and remove guide ropes and aids</li> <li>– be on the public highway</li> <li>– shut down and secure the SPMT</li> <li>– use hand tools and ancillary equipment</li> <li>– use, handle and store lifting accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating self-propelled modular transporters (SPMT) to lift and transfer loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	30
Unit guided learning hours	100

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating ergonomic manipulating machines to lift and transfer loads in the workplace</b>	
<b>Unit Number:</b>	A/508/6489	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of ergonomic manipulating machines to lift, transfer and place loads.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of ergonomic manipulating machines to lift and transfer loads.</li> </ul>
2 Organise with others the sequence and operation in which lifting operations using ergonomic manipulating machines are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during lifting operations with ergonomic manipulating machines.
3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads using ergonomic manipulating machines.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating ergonomic manipulating machines to lift and transfer loads in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out lifting operations using ergonomic manipulating machines.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements during lifting operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out lifting operations using ergonomic manipulating machines in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– safe use and storage of lifting accessories</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to ergonomic manipulating machine use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using ergonomic manipulating machines.	5.1	Request and select resources associated with ergonomic manipulating machines in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting accessories</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating ergonomic manipulating machines to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out lifting operations with ergonomic manipulating machines.
6 Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and lifting and transferring loads.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
8 Comply with the given contract information to lift, transfer and place loads using ergonomic manipulating machines to the required specification.	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using ergonomic manipulating machines: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating ergonomic manipulating machines to lift and transfer loads in the workplace</b>
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
8 Continued	8.3 Prepare, set up and operate ergonomic manipulating machines to lift, transfer and place a variety of loads to given working instructions.
	8.4 Shut down and secure ergonomic manipulating machines.
	8.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the ergonomic manipulating machine for the lifting and transferring operation</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– lift and transfer people</li> <li>– carry out function checks for lifting and transferring loads</li> <li>– prepare, set up and reconfigure for various loads and locations</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify characteristics, type, weight and position of loads for lifting and transferring</li> </ul>
	8.6 <ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– secure and balance loads for lifting</li> <li>– lift, remove and transfer loads</li> <li>– position, place and set down loads</li> <li>– confirm load stability, security and release</li> <li>– attach and remove guide ropes and aids</li> <li>– be on the public highway</li> <li>– shut down and secure the ergonomic manipulating machine</li> <li>– use hand tools and ancillary equipment</li> <li>– use, handle and store lifting accessories.</li> </ul>
	8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.
	8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating ergonomic manipulating machines to lift and transfer loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	11
Unit guided learning hours	40

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating rough terrain masted forklifts to lift and transfer loads in the workplace</b>
<b>Unit Number:</b>	M/508/6490
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of rough terrain masted forklifts to lift, transfer and place loads.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of rough terrain masted forklifts to lift and transfer loads.</li> </ul>
2 Organise with others the sequence and operation in which rough terrain masted forklift operations are to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during forklift operations.
3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads with rough terrain masted forklifts.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating rough terrain masted forklifts to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out forklift operations with rough terrain masted forklifts.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during forklift operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out forklift operations using rough terrain masted forklifts in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– safe use and storage of lifting accessories</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to rough terrain masted forklift use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out forklift operations using rough terrain masted forklifts.	5.1	Request and select resources associated with rough terrain masted forklifts in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting accessories</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating rough terrain masted forklifts to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and method of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out forklift operations with rough terrain masted forklifts.
6 Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and lifting and transferring loads.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating rough terrain masted forklifts to lift and transfer loads in the workplace</b>	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
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"> <li>– checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare and operate rough terrain masted forklifts to lift, transfer and place a variety of loads to given working instructions.
	8.4	Shut down and secure rough terrain masted forklifts.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the machine for the forklift operation</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– lift and transfer people</li> <li>– carry out function checks for lifting and transferring loads</li> <li>– prepare, set up and reconfigure for various loads and locations</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify characteristics, type, weight and position of loads for lifting and transferring</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– secure and balance loads for lifting</li> <li>– lift, remove and transfer loads</li> <li>– position, place and set down loads</li> <li>– confirm load stability, security and release</li> <li>– attach and remove guide ropes and aids</li> <li>– be on the public highway</li> <li>– shut down and secure the rough terrain masted forklift</li> <li>– use hand tools and ancillary equipment</li> <li>– use, handle and store lifting accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating rough terrain masted forklifts to lift and transfer loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	18
Unit guided learning hours	60

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating industrial forklift trucks to lift and transfer loads in the workplace</b>	
<b>Unit Number:</b>	T/508/6491	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of industrial forklift trucks to lift, transfer and place loads.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of industrial forklift trucks to lift and transfer loads.</li> </ul>
2 Organise with others the sequence and operation in which industrial forklift truck operations are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during forklift operations.
3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads with industrial forklift trucks.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating industrial forklift trucks to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out forklift operations with industrial forklift trucks.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during industrial forklift truck operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out forklift operations using industrial forklift trucks in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– safe use and storage of lifting accessories</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to industrial forklift truck use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out forklift operations with industrial forklift trucks.	5.1	Request and select resources associated with industrial forklift trucks in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting accessories</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating industrial forklift trucks to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and method of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to lift and transfer loads with industrial forklift trucks.
6 Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and lifting and transferring loads.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating industrial forklift trucks to lift and transfer loads in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
<p>8 Comply with the given contract information to lift, transfer and place loads using industrial forklift trucks to the required specification.</p>	8.1	<p>Demonstrate the following work skills when preparing for, lifting, transferring and placing loads with industrial forklift trucks:</p> <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare and operate industrial forklift trucks to lift, transfer and place a variety of loads to given working instructions.
	8.4	Shut down and secure industrial forklift trucks.
	8.5	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>– identify the characteristics of the machine for the forklift operation</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– lift and transfer people</li> <li>– carry out function checks for lifting and transferring loads</li> <li>– prepare, set up and reconfigure for various loads and locations</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify characteristics, type, weight and position of loads for lifting and transferring</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– secure and balance loads for lifting</li> <li>– lift, remove and transfer loads</li> <li>– position, place and set down loads</li> <li>– confirm load stability, security and release</li> <li>– attach and remove guide ropes and aids</li> <li>– be on the public highway</li> <li>– shut down and secure the industrial forklift truck</li> <li>– use hand tools and ancillary equipment</li> <li>– use, handle and store lifting accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating industrial forklift trucks to lift and transfer loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	16
Unit guided learning hours	53

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating sideloader forklifts to lift and transfer loads in the workplace</b>	
<b>Unit Number:</b>	A/508/6492	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of sideloader forklifts to lift, transfer and place loads.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of sideloader forklifts to lift and transfer loads.</li> </ul>
2 Organise with others the sequence and operation in which sideloader forklift operations are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during forklift operations.
3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads with sideloader forklifts.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating sideloader forklifts to lift and transfer loads in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out forklift operations with sideloader types.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during forklift operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out forklift operations with sideloader types in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– safe use and storage of lifting accessories</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to sideloader forklift use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out forklift operations with sideloader types.	5.1	Request and select resources associated with sideloader forklifts in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting accessories</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating sideloader forklifts to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and method of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out forklift operations with sideloader types.
6 Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and lifting and transferring loads.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating sideloader forklifts to lift and transfer loads in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
8 Comply with the given contract information to lift, transfer and place loads using sideloader forklifts to the required specification.	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using sideloader forklifts: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare and operate sideloader forklifts to lift, transfer and place a variety of loads to given working instructions.
	8.4	Shut down and secure sideloader forklifts.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the machine for the forklift operation</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– lift and transfer people</li> <li>– carry out function checks for lifting and transferring loads</li> <li>– prepare, set up and reconfigure for various loads and locations</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify characteristics, type, weight and position of loads for lifting and transferring</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– secure and balance loads for lifting</li> <li>– lift, remove and transfer loads</li> <li>– position, place and set down loads</li> <li>– confirm load stability, security and release</li> <li>– attach and remove guide ropes and aids</li> <li>– be on the public highway</li> <li>– shut down and secure the sideloader forklift</li> <li>– use hand tools and ancillary equipment</li> <li>– use, handle and store lifting accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating sideloader forklifts to lift and transfer loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	16
Unit guided learning hours	53

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating telescopic handlers to lift and transfer loads in the workplace</b>	
<b>Unit Number:</b>	F/508/6493	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of telescopic handlers to lift, transfer and place loads.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of telescopic handlers to lift and transfer loads.</li> </ul>
2 Organise with others the sequence and operation in which lifting operations using telescopic handlers are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during telescopic handler operations.
3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads using telescopic handlers.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating telescopic handlers to lift and transfer loads in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out lifting operations using telescopic handlers.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during lifting operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out telescopic handler operations in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– safe use and storage of lifting accessories</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to telescopic handler use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out telescopic handler operations.	5.1	Request and select resources associated with telescopic handlers in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting accessories</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating telescopic handlers to lift and transfer loads in the workplace</b>	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and method of work.
	5.6	Describe how to identify weight, pressure, quantity, length and area associated with the method/procedures to lift and transfer loads using telescopic handlers.
6 Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and lifting and transferring loads.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating telescopic handlers to lift and transfer loads in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
<p>8 Comply with the given contract information to lift, transfer and place loads using telescopic handlers to the required specification.</p>	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using telescopic handlers: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, set up and operate telescopic handlers to lift, transfer and place a variety of loads to given working instructions.
	8.4	Shut down and secure telescopic handlers.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the telescopic handler for the lifting and transferring operation</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– lift and transfer people</li> <li>– carry out function checks for lifting and transferring loads</li> <li>– prepare, set up and reconfigure for various loads and locations</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify characteristics, type, weight and position of loads for lifting and transferring</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– secure and balance loads for lifting</li> <li>– lift, remove and transfer loads</li> <li>– position, place and set down loads</li> <li>– confirm load stability, security and release</li> <li>– attach and remove guide ropes and aids</li> <li>– be on the public highway</li> <li>– shut down and secure the telescopic handler</li> <li>– use hand tools and ancillary equipment</li> <li>– use, handle and store lifting accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating telescopic handlers to lift and transfer loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Certificate in Plant Operations (Construction):</u></p> <p><b>One</b> of the following endorsements required:            Telescopic handler industrial telescope            Telescopic handler up to 9 metres            Telescopic handler all sizes            Telescopic handler all sizes excluding 360 degree            Telescopic handler all sizes including 360 degree</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	25
Unit guided learning hours	83

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating reach trucks to lift and transfer loads in the workplace</b>	
<b>Unit Number:</b>	J/508/6494	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of reach trucks to lift, transfer and place loads.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of reach trucks to lift and transfer loads.</li> </ul>
2 Organise with others the sequence and operation in which reach truck operations are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during reach truck operations.
3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads with reach trucks.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating reach trucks to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out forklift operations with reach trucks.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during reach truck operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out reach truck operations in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– safe use and storage of lifting accessories</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to reach truck use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out forklift operations with reach trucks.	5.1	Request and select resources associated with reach trucks in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting accessories</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating reach trucks to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and method of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry, lift and transfer loads using reach trucks.
6 Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and lifting and transferring loads.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating reach trucks to lift and transfer loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Comply with the given contract information to lift, transfer and place loads using reach trucks to the required specification.	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using reach trucks: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, set up and operate reach trucks to lift, transfer and place a variety of loads to given working instructions.
	8.4	Shut down and secure reach trucks.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the reach truck for the forklift operation</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– lift and transfer people</li> <li>– carry out function checks for lifting and transferring loads</li> <li>– prepare, set up and reconfigure for various loads and locations</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify characteristics, type, weight and position of loads for lifting and transferring</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– secure and balance loads for lifting</li> <li>– lift, remove and transfer loads</li> <li>– position, place and set down loads</li> <li>– confirm load stability, security and release</li> <li>– attach and remove guide ropes and aids</li> <li>– be on the public highway</li> <li>– shut down and secure the reach truck</li> <li>– use hand tools and ancillary equipment</li> <li>– use, handle and store lifting accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating reach trucks to lift and transfer loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	16
Unit guided learning hours	53

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating wheeled loading shovels to extract loose materials in the workplace</b>
<b>Unit Number:</b>	D/508/6498
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of wheeled loading shovels for extracting operations.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of wheeled loading shovels for extraction work.</li> </ul>
2 Organise with others the sequence and operation in which extracting operations using wheeled loading shovels are to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during extracting operations using wheeled loading shovels.
3 Know how to comply with relevant legislation and official guidance when carrying out extracting operations using wheeled loading shovels.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating wheeled loading shovels to extract loose materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
<p>4 Maintain safe and healthy working practices when preparing for and carrying out extracting operations using wheeled loading shovels.</p>	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during extracting operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out extracting operations using wheeled loading shovels in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to wheeled loading shovel use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out extracting operations using wheeled loading shovels.</p>	5.1	Request and select resources associated with wheeled loading shovels in relation to consumables, materials, attachments, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and extraction aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating wheeled loading shovels to extract loose materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, pressure, quantity, length and area associated with the method/procedures to carry out extracting operations using wheeled loading shovels.
6 Minimise the risk of damage to the work and surrounding area when preparing to and extracting materials.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and extracting materials.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating wheeled loading shovels to extract loose materials in the workplace</b>	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
8 Comply with the given contract information to extract materials using wheeled loading shovels to the required specification.	8.1	Demonstrate the following work skills when preparing for and extracting loose materials using wheeled loading shovels: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, manoeuvring, positioning, extracting, forming, removing and loading.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, position, set up and operate wheeled loading shovels to given working instructions to: <ul style="list-style-type: none"> <li>– extract loose materials</li> <li>– load and/or stockpile loose materials.</li> </ul>
	8.4	Shut down and secure wheeled loading shovels.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the wheeled loading shovel used for the extraction operation</li> <li>– carry out function checks for the extraction operation</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– identify the area to be extracted</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify geological, environmental and material changes and report</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– extract, remove and load materials safely and securely</li> <li>– form stockpiles</li> <li>– be on the public highway</li> <li>– shut down and secure the wheeled loading shovel</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out extracting operations.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to extract materials.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating wheeled loading shovels to extract loose materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit Credit value	26
Unit guided learning hours	87

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating skid steer loaders to extract loose materials in the workplace</b>
<b>Unit Number:</b>	H/508/6499
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of skid steer loaders for extracting operations.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of skid steer loaders for extraction work.</li> </ul>
2 Organise with others the sequence and operation in which extracting operations using skid steer loaders are to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during extracting operations using skid steer loaders.
3 Know how to comply with relevant legislation and official guidance when carrying out extracting operations using skid steer loaders.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating skid steer loaders to extract loose materials in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
<p>4 Maintain safe and healthy working practices when preparing for and carrying out extracting operations using skid steer loaders.</p>	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during extracting operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out extracting operations using skid steer loaders in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to skid steer loader use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out extracting operations using skid steer loaders.</p>	5.1	Request and select resources associated with skid steer loaders in relation to consumables, materials, attachments, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and extraction aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating skid steer loaders to extract loose materials in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out extracting operations using skid steer loaders.
6 Minimise the risk of damage to the work and surrounding area when preparing to and extracting materials.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and extracting materials.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating skid steer loaders to extract loose materials in the workplace</b>
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
8 Comply with the given contract information to extract materials using skid steer loaders to the required specification.	8.1 Demonstrate the following work skills when preparing for and extracting loose materials using skid steer loaders: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, manoeuvring, positioning, extracting, forming, removing and loading.</li> </ul>
	8.2 Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3 Prepare, position, set up and operate skid steer loaders to given working instructions <ul style="list-style-type: none"> <li>– extract loose materials</li> <li>– load and/or stockpile loose materials.</li> </ul>
	8.4 Shut down and secure skid steer loaders.
	8.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the skid steer loader used for the extraction operation</li> <li>– carry out function checks for the extraction operation</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– identify the area to be extracted</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify geological, environmental and material changes and report</li> </ul>
	8.6 <ul style="list-style-type: none"> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– extract, remove and load materials safely and securely</li> <li>– form stockpiles</li> <li>– be on the public highway</li> <li>– shut down and secure the skid steer loader</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out extracting operations.
	8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to extract materials.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating skid steer loaders to extract loose materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit Credit value	20
Unit guided learning hours	67

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating loader compressors to extract loose materials in the workplace</b>	
<b>Unit Number:</b>	L/508/6500	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of loader compressors for extracting operations.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of loader compressors for extraction work.</li> </ul>
2 Organise with others the sequence and operation in which extracting operations using loader compressors are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during extracting operations using loader compressors.
3 Know how to comply with relevant legislation and official guidance when carrying out extracting operations using loader compressors.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating loader compressors to extract loose materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out extracting operations using loader compressors.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during extracting operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out extracting operations using loader compressors in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to loader compressor use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out extracting operations using loader compressors.	5.1	Request and select resources associated with loader compressors in relation to consumables, materials, attachments, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and extraction aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating loader compressors to extract loose materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out extracting operations using loader compressors.
6 Minimise the risk of damage to the work and surrounding area when preparing to and extracting materials.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and extracting materials.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating loader compressors to extract loose materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Comply with the given contract information to extract materials using loader compressors to the required specification.	8.1	Demonstrate the following work skills when preparing for and extracting loose materials using loader compressors: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, manoeuvring, positioning, extracting, forming, removing and loading.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, position, set up and operate loader compressors to given working instructions <ul style="list-style-type: none"> <li>– extract loose materials</li> <li>– load and/or stockpile loose materials.</li> </ul>
	8.4	Shut down and secure loader compressors.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the loader compressors used for the extraction operation</li> <li>– carry out function checks for the extraction operation</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– identify the area to be extracted</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify geological, environmental and material changes and report</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– extract, remove and load materials and commodities safely and securely</li> <li>– form stockpiles</li> <li>– be on the public highway</li> <li>– shut down and secure loader compressors</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out extracting operations.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to extract materials.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating loader compressors to extract loose materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit Credit value	16
Unit guided learning hours	53

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating forward tipping dumpers to receive, transport and discharge materials in the workplace</b>	
<b>Unit Number:</b>	R/508/6501	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of forward tipping dumpers to carry out transporting and discharging operations.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of forward tipping dumpers.</li> </ul>
2 Organise with others the sequence and operation in which transporting and discharging operations using forward tipping dumpers are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during transporting and discharging operations.
3 Know how to comply with relevant legislation and official guidance when carrying out transporting and discharging operations using forward tipping dumpers.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating forward tipping dumpers to receive, transport and discharge materials in the workplace</b>	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out transporting and discharging operations using forward tipping dumpers.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during transporting and discharging operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out transporting and discharging operations using forward tipping dumpers in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to forward tipping dumper use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out transporting and discharging operations using forward tipping dumpers.	5.1	Request and select resources associated with forward tipping dumpers in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and load coverings</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating forward tipping dumpers to receive, transport and discharge materials in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
5 Continued	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, pressure, length and area associated with the method/procedures to carry out transporting and discharging operations.
6 Minimise the risk of damage to the work and surrounding area when preparing to and transporting and discharging materials.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and transporting and discharging materials using forward tipping dumpers.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating forward tipping dumpers to receive, transport and discharge materials in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
8 Comply with the given contract information to receive, transport and discharge materials using forward tipping dumpers to the required specification.	8.1	Demonstrate the following work skills when preparing for and transporting and discharging materials using forward tipping dumpers: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, manoeuvring, positioning, receiving, depositing, transporting, discharging and cleaning.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare to, position, set up and operate forward tipping dumpers to receive, transport and discharge loads to given working instructions.
	8.4	Shut down and secure forward tipping dumpers.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the forward tipping dumpers used for transporting and discharging work</li> <li>– carry out function checks to receive, transport and discharge loads</li> <li>– identify characteristics, type and volume of loads to receive and transport</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– identify the area for discharging</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– receive, transport and discharge materials safely and securely</li> <li>– be on the public highway</li> <li>– shut down and secure the forward tipping dumper</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out transporting and discharging operations.
	8.8	Describe how to maintain the plant and machinery, hand tools and ancillary equipment used for transporting and discharging operations.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating forward tipping dumpers to receive, transport and discharge materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Certificate in Plant Operations (Construction):</u></p> <p><b>One</b> of the following endorsements required:</p> <p>Forward tipping dumper wheeled Forward tipping dumper tracked</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit Credit value	16
Unit guided learning hours	53

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating rear tipping dump trucks to receive, transport and discharge materials in the workplace</b>
<b>Unit Number:</b>	Y/508/6502
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of rear tipping dump trucks to carry out transporting and discharging operations.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of rear tipping dump trucks.</li> </ul>
2 Organise with others the sequence and operation in which transporting and discharging operations using rear tipping dump trucks are to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during transporting and discharging operations.
3 Know how to comply with relevant legislation and official guidance when carrying out transporting and discharging operations using rear tipping dump trucks.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating rear tipping dump trucks to receive, transport and discharge materials in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
<p>4 Maintain safe and healthy working practices when preparing for and carrying out transporting and discharging operations using rear tipping dump trucks.</p>	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during transporting and discharging operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out transporting and discharging operations using rear tipping dump trucks in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to rear tipping dump truck use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
<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>	5.1	Request and select resources associated with rear tipping dump trucks in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and load coverings</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating rear tipping dump trucks to receive, transport and discharge materials in the workplace</b>	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, pressure, length and area associated with the method/procedures to carry out transporting and discharging operations.
6 Minimise the risk of damage to the work and surrounding area when preparing to and transporting and discharging materials.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and transporting and discharging materials using rear tipping dump trucks.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating rear tipping dump trucks to receive, transport and discharge materials in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
<p>8 Comply with the given contract information to receive, transport and discharge materials using rear tipping dump trucks to the required specification.</p>	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"> <li>– checking, adjusting, communicating, manoeuvring, positioning, receiving, depositing, transporting, discharging and cleaning.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare to, position, set up and operate rear tipping dump trucks to receive, transport and discharge materials to given working instructions.
	8.4	Shut down and secure rear tipping dump trucks.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the rear tipping dump trucks used for transporting and discharging work</li> <li>– carry out function checks to receive and transport loads</li> <li>– identify characteristics, type and volume of loads to receive and transport</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– identify the area for discharging</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– receive, transport and discharge materials safely and securely</li> <li>– be on the public highway</li> <li>– shut down and secure the rear tipping dump truck</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out transporting and discharging operations.
	8.8	Describe how to maintain the plant and machinery, hand tools and ancillary equipment used for transporting and discharging operations.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating rear tipping dump trucks to receive, transport and discharge materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Certificate in Plant Operations (Construction):</u></p> <p><b>One</b> of the following endorsements required:</p> <ul style="list-style-type: none"> <li>Dump truck – articulated chassis up to 15 tonne</li> <li>Dump truck – articulated chassis all sizes</li> <li>Dump truck – rigid chassis up to 15 tonne</li> <li>Dump truck – rigid chassis up to 50 tonne</li> <li>Dump truck – rigid chassis all sizes wheeled</li> <li>Dump truck – rigid chassis tracked</li> </ul>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit Credit value	30
Unit guided learning hours	100

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating tractors with towed equipment for non-agricultural activities in the workplace</b>	
<b>Unit Number:</b>	D/508/6503	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of tractors with towed equipment to carry out non-agricultural activities.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of tractors with towed equipment.</li> </ul>
2 Organise with others the sequence and operation in which non-agricultural activities using tractors with towed equipment are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during non-agricultural activities.
3 Know how to comply with relevant legislation and official guidance when carrying out non-agricultural activities using tractors with towed equipment.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating tractors with towed equipment for non-agricultural activities in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
<p>4 Maintain safe and healthy working practices when preparing for and carrying out non-agricultural activities using tractors with towed equipment.</p>	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during non-agricultural activities.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out non-agricultural activities using tractors with towed equipment in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to tractors with towed equipment use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out non-agricultural activities using tractors with towed equipment.</p>	5.1	Request and select resources associated with tractors with towed equipment in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and load coverings</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating tractors with towed equipment for non-agricultural activities in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, pressure, length and area associated with the method/procedures to carry out non-agricultural activities.
6 Minimise the risk of damage to the work and surrounding area when preparing to and carrying out non-agricultural activities.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and carrying out non-agricultural activities using tractors with towed equipment.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating tractors with towed equipment for non-agricultural activities in the workplace</b>	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
<p>8 Comply with the given contract information to carry out non-agricultural activities using tractors with towed equipment to the required specification.</p>	8.1	Demonstrate the following work skills when preparing for and carrying out non-agricultural activities using tractors with towed equipment: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, manoeuvring, positioning, receiving, transporting, depositing and cleaning.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare to, position, set up and operate tractors with towed equipment to undertake non-agricultural activities to given working instructions.
	8.4	Shut down and secure tractors with towed equipment.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the tractors with towed equipment used for non-agricultural work</li> <li>– carry out function checks to receive and transport loads</li> <li>– identify characteristics, type and volume of loads</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– identify the area or work</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– receive, secure and balance loads for movement safely and securely</li> <li>– transport and deposit loads</li> <li>– be on the public highway</li> <li>– shut down and secure the tractor</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out non-agricultural activities.
	8.8	Describe how to maintain the plant and machinery, hand tools and ancillary equipment used for non-agricultural activities.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating tractors with towed equipment for non-agricultural activities in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit Credit value	20
Unit guided learning hours	67

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating trailer-mounted concrete pumps to receive, pump and discharge materials in the workplace</b>
<b>Unit Number:</b>	H/508/6504
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of concrete pumps to carry out pumping and discharging operations.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of trailer-mounted concrete pumps.</li> </ul>
2 Organise with others the sequence and operation in which pumping and discharging operations using concrete pumps are to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during concrete pumping operations.
3 Know how to comply with relevant legislation and official guidance when carrying out pumping and discharging operations using concrete pumps.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating trailer-mounted concrete pumps to receive, pump and discharge materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out pumping operations using concrete pumps.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during concrete pumping operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out pumping operations using trailer-mounted concrete pumps in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to concrete pump use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out pumping operations using concrete pumps.	5.1	Request and select resources associated with concrete pumps in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments, pumping and discharging aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating trailer-mounted concrete pumps to receive, pump and discharge materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, pressure, length and area associated with the method/procedures to carry out concrete pumping operations.
6 Minimise the risk of damage to the work and surrounding area when preparing to and pumping materials using concrete pumps.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and pumping and discharging materials using concrete pumps.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating trailer-mounted concrete pumps to receive, pump and discharge materials in the workplace</b>	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
8 Comply with the given contract information to receive, pump and discharge materials using concrete pumps to the required specification.	8.1	Demonstrate the following work skills when preparing for and pumping and discharging materials using concrete pumps: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, manoeuvring, positioning, receiving, depositing, pumping, discharging and cleaning.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare to, position, set up and operate trailer-mounted concrete pumps to receive, pump and discharge materials, at various locations, to given working instructions.
	8.4	Shut down and secure concrete pumps.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the concrete pump used for pumping and discharging work</li> <li>– carry out function checks to receive, pump and discharge materials</li> <li>– identify characteristics, type and volume of loads to receive, pump and discharge</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– identify the area for pumping</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– receive, pump and discharge materials safely and securely</li> <li>– be on the public highway</li> <li>– shut down and secure the concrete pump</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out pumping and discharging operations.
	8.8	Describe how to maintain the plant and machinery, hand tools and ancillary equipment used pumping and discharging operations.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating trailer-mounted concrete pumps to receive, pump and discharge materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit Credit value	18
Unit guided learning hours	60

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating self-propelled bowzers to receive, transport and discharge materials in the workplace</b>	
<b>Unit Number:</b>	K/508/6505	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of self-propelled bowzers to carry out transporting and discharging operations.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of self-propelled bowzers.</li> </ul>
2 Organise with others the sequence and operation in which transporting and discharging operations using self-propelled bowzers are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during transporting and discharging operations.
3 Know how to comply with relevant legislation and official guidance when carrying out transporting and discharging operations using self-propelled bowzers.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating self-propelled bowzers to receive, transport and discharge materials in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
<p>4 Maintain safe and healthy working practices when preparing for and carrying out transporting and discharging operations using self-propelled bowzers.</p>	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during transporting and discharging operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out transporting and discharging operations using self-propelled bowzers in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to self-propelled bowser use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out transporting and discharging operations using self-propelled bowzers.</p>	5.1	Request and select resources associated with self-propelled bowzers in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and load coverings</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating self-propelled bowsers to receive, transport and discharge materials in the workplace</b>	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, pressure, length and area associated with the method/procedures to carry out transporting and discharging operations.
6 Minimise the risk of damage to the work and surrounding area when preparing to and transporting and discharging materials.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and transporting and discharging materials using self-propelled bowsers.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating self-propelled bowzers to receive, transport and discharge materials in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
<p>8 Comply with the given contract information to receive, transport and discharge materials using self-propelled bowzers to the required specification.</p>	8.1	<p>Demonstrate the following work skills when preparing for and transporting and discharging materials using self-propelled bowzers:</p> <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, manoeuvring, positioning, receiving, depositing, receiving, transporting, discharging and cleaning.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare to, position, set up and operate self-propelled bowzers to receive, transport and discharge fluid materials, at various locations, to given working instructions.
	8.4	Shut down and secure self-propelled bowzers.
	8.5	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>– identify the characteristics of the self-propelled bowzers used for transporting and discharging work</li> <li>– carry out function checks to receive, transport and discharge loads</li> <li>– identify characteristics, type and volume of loads</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– identify the area for discharging</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– receive, transport and discharge materials safely and securely</li> <li>– be on the public highway</li> <li>– shut down and secure the self-propelled bowser</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out transporting and discharging operations.
	8.8	Describe how to maintain the plant and machinery, hand tools and ancillary equipment used for transporting and discharging operations.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating self-propelled bowlers to receive, transport and discharge materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit Credit value	12
Unit guided learning hours	40

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating static concrete placing booms to discharge and place materials in the workplace</b>
<b>Unit Number:</b>	M/508/6506
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of static concrete placing booms to carry out concrete placing operations.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of static concrete placing booms.</li> </ul>
2 Organise with others the sequence and operation in which concrete placing operations using placing booms are to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during concrete placing operations.
3 Know how to comply with relevant legislation and official guidance when carrying out concrete placing operations using placing booms.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating static concrete placing booms to discharge and place materials in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out concrete placing operations using placing booms.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during concrete placing operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out concrete placing operations using static concrete placing booms in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to concrete placing boom use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out concrete placing operations using placing booms.	5.1	Request and select resources associated with placing booms in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and load coverings</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating static concrete placing booms to discharge and place materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out concrete placing operations.
6 Minimise the risk of damage to the work and surrounding area when preparing to and placing materials.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and placing materials using placing booms.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating static concrete placing booms to discharge and place materials in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
8 Comply with the given contract information to prepare, discharge and place materials using placing booms to the required specification.	8.1	Demonstrate the following work skills when preparing for discharging and placing materials using static concrete placing booms: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, manoeuvring, positioning, receiving, discharging, depositing, placing and cleaning.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare to, position, set up, check the positioning of and operate static concrete placing booms to receive, discharge and place materials, at various locations, to given working instructions.
	8.4	Shut down and secure static concrete placing booms.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the placing boom used for discharging work</li> <li>– carry out function checks to receive, discharge and place loads</li> <li>– identify characteristics, type and volume of loads to discharge and place</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– identify the area for pouring</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– receive and place loads safely and securely</li> <li>– be on the public highway</li> <li>– shut down and secure the placing boom</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out concrete placing operations.
	8.8	Describe how to maintain the plant and machinery, hand tools and ancillary equipment used for concrete placing operations.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating static concrete placing booms to discharge and place materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with:</p> <ul style="list-style-type: none"> <li>– the Additional Requirements for Qualifications using the title NVQ in QCF</li> <li>– the ConstructionSkills’ Consolidated Assessment Strategy for Construction and the Built Environment.</li> </ul> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit Credit value	25
Unit guided learning hours	83

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating volumetric trucks to receive and transport materials in the workplace</b>	
<b>Unit Number:</b>	T/508/6507	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of volumetric trucks to carry out receiving and transporting operations.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of volumetric trucks.</li> </ul>
2 Organise with others the sequence and operation in which receiving and transporting operations using volumetric trucks are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during receiving and transporting operations.
3 Know how to comply with relevant legislation and official guidance when carrying out receiving and transporting operations using volumetric trucks.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating volumetric trucks to receive and transport materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
<p>4 Maintain safe and healthy working practices when preparing for and carrying out receiving and transporting operations using volumetric trucks.</p>	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during receiving and transporting operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out receiving and transporting operations using volumetric trucks in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to volumetric truck use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out receiving and transporting operations using volumetric trucks.</p>	5.1	Request and select resources associated with volumetric trucks in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and load coverings</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating volumetric trucks to receive and transport materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out receiving and transporting operations.
6 Minimise the risk of damage to the work and surrounding area when preparing to and receiving and transporting materials.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and receiving and transporting materials using volumetric trucks.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating volumetric trucks to receive and transport materials in the workplace</b>	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
<p>8 Comply with the given contract information to receiving and transporting materials using volumetric trucks to the required specification.</p>	8.1	Demonstrate the following work skills when preparing for and receiving and transporting materials using volumetric trucks: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, manoeuvring, positioning, receiving, depositing, pumping, discharging and cleaning.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare to, position, set up and operate volumetric trucks to receive and transport materials, to various locations, to given working instructions.
	8.4	Shut down and secure volumetric trucks.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the volumetric trucks used for receiving and transporting work</li> <li>– carry out function checks to receive and transport loads</li> <li>– identify characteristics, type and volume of loads to receive and transport</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– identify the area for transportation</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– receive, secure and balance loads for transport safely and securely</li> <li>– transport and deposit loads</li> <li>– be on the public highway</li> <li>– shut down and secure the volumetric truck</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out receiving and transporting operations.
	8.8	Describe how to maintain the plant and machinery, hand tools and ancillary equipment used for receiving and transporting operations.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating volumetric trucks to receive and transport materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit Credit value	30
Unit guided learning hours	100

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace</b>	
<b>Unit Number:</b>	A/508/6508	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and using scissor-type MEWPs to access areas to carry out the work.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms.</li> </ul>
2 Organise with others the sequence and operation in which accessing operations using scissor-type MEWPs are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during accessing operations.
3 Know how to comply with relevant legislation and official guidance when carrying out accessing operations using scissor-type MEWPs.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
<p>4 Maintain safe and healthy working practices when preparing for and carrying out accessing operations using scissor-type MEWPs.</p>	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using scissor-type MEWPs in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to accessing operations, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related activities and rescue plans.
<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>	5.1	Request and select resources associated with scissor-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and accessing aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly, how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to operate scissor-type mobile elevating work platforms used for accessing operations.
6 Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and accessing work areas using scissor-type MEWPs.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
8 Comply with the given contract information to access areas to carry out work using scissor-type MEWPs to the required specification.	8.1	Demonstrate the following work skills when preparing for and accessing work areas using scissor-type MEWPs: <ul style="list-style-type: none"> <li>– checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare for, position, set up and operate scissor-type MEWPs to access working areas, at various locations, to given working instructions.
	8.4	Shut down and secure scissor-type MEWPs.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the scissor-type MEWP used for accessing work</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– carry out function checks for accessing operation</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area</li> <li>– identify and remain aware of the area of operation to include potential entrapment situations</li> <li>– use fall prevention equipment</li> <li>– check to avoid damage to structures and utilities service apparatus</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– position and secure MEWP for accessing operations</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– operate, manoeuvre, position, set down and secure</li> <li>– operate and travel on the public highway</li> <li>– shut down and secure the MEWP</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Credit value	12
Unit guided learning hours	40

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace</b>	
<b>Unit Number:</b>	F/508/6509	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and using boom-type MEWPs to access areas to carry out the work.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms.</li> </ul>
2 Organise with others the sequence and operation in which accessing operations using boom-type MEWPs are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during accessing operations.
3 Know how to comply with relevant legislation and official guidance when carrying out accessing operations using boom-type MEWPs.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out accessing operations using boom-type MEWPs.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using boom-type MEWPs in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to accessing operations, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related activities and rescue plans.
5 Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using boom-type MEWPs.	5.1	Request and select resources associated with boom-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and accessing aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly, how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to operate boom-type mobile elevating work platforms used for accessing operations.
6 Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and accessing work areas using boom-type MEWPs.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace</b>	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
8 Comply with the given contract information to access areas to carry out work using boom-type MEWPs to the required specification.	8.1	Demonstrate the following work skills when preparing for and accessing work areas using boom-type MEWPs: <ul style="list-style-type: none"> <li>– checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare for, position, set up and operate boom-type MEWPs to access working areas, at various locations, to given working instructions.
	8.4	Shut down and secure boom-type MEWPs.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the boom-type MEWP used for accessing work</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– carry out function checks for accessing operation</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area</li> <li>– identify and remain aware of the area of operation to include potential entrapment situations</li> <li>– use fall prevention equipment</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– position and secure MEWP for accessing operations</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– operate, manoeuvre, position, set down and secure</li> <li>– operate and travel on the public highway</li> <li>– shut down and secure the MEWP</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Certificate in Plant Operations (Construction):</u></p> <p><b>One</b> of the following endorsements required:</p> <p>Mobile elevated working platform boom vehicle mounted Mobile elevated working platform boom self-propelled</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Credit value	14
Unit guided learning hours	47

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace</b>	
<b>Unit Number:</b>	T/508/6510	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and using mast climber-type MEWPs to access areas to carry out the work.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms.</li> </ul>
2 Organise with others the sequence and operation in which accessing operations using mast climber-type MEWPs are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during accessing operations.
3 Know how to comply with relevant legislation and official guidance when carrying out accessing operations using mast climber-type MEWPs.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out accessing operations using mast climber-type MEWPs.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using mast climber-type MEWPs in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to accessing operations, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related activities and rescue plans.
5 Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using mast climber-type MEWPs.	5.1	Request and select resources associated with mast climber-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and accessing aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly, how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace</b>	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to operate mast climber-type mobile elevating work platforms used for accessing operations.
6 Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and accessing work areas using mast climber-type MEWPs.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
8 Comply with the given contract information to access areas to carry out work using mast climber-type MEWPs to the required specification.	8.1	Demonstrate the following work skills when preparing for and accessing work areas using mast climber-type MEWPs: <ul style="list-style-type: none"> <li>– checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare for, position, set up and operate mast climber-type MEWPs to access working areas, at various locations, to given working instructions.
	8.4	Shut down and secure mast climber-type MEWPs.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the mast climber-type MEWP used for accessing work</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– carry out function checks for accessing operation</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area</li> <li>– identify and remain aware of the area of operation to include potential entrapment situations</li> <li>– use fall prevention equipment</li> </ul>
		<ul style="list-style-type: none"> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– position and secure MEWP for accessing operations</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– operate, manoeuvre, position, set down and secure</li> <li>– operate and travel on the public highway</li> <li>– shut down and secure the MEWP</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.6	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations.
	8.7 Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas.	

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Credit value	12
Unit guided learning hours	40

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating binder spreaders to lay and distribute materials in the workplace</b>	
<b>Unit Number:</b>	A/508/6511	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of binder spreaders to carry out laying and distribution operations.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of binder spreaders for laying and distribution work.</li> </ul>
2 Organise with others the sequence and operation in which laying and distribution operations using binder spreaders are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during laying and distribution operations using binder spreaders.
3 Know how to comply with relevant legislation and official guidance when carrying out laying and distribution operations using binder spreaders.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating binder spreaders to lay and distribute materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
<p>4 Maintain safe and healthy working practices when preparing for and carrying out laying and distribution operations using binder spreaders.</p>	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during laying and distribution operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out laying and distribution operations using binder spreaders in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to binder spreader use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out laying and distribution operations using binder spreaders.</p>	5.1	Request and select resources associated with binder spreaders in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments, laying and distribution aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating binder spreaders to lay and distribute materials in the workplace</b>	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out laying and distribution operations using binder spreaders.
6 Minimise the risk of damage to the work and surrounding area when preparing to and laying and distributing materials.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and laying and distributing materials.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating binder spreaders to lay and distribute materials in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
8 Comply with the given contract information to lay and distribute materials using binder spreaders to the required specification.	8.1	Demonstrate the following work skills when preparing for and laying and distributing materials using binder spreaders: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, manoeuvring, positioning, laying, distributing and compacting.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare to, position, set up and operate binder spreaders to lay and distribute a variety of materials, in a variety of locations, to given working instructions.
	8.4	Shut down and secure binder spreaders.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the binder spreader used for laying and distribution operations</li> <li>– carry out function checks for the laying and distribution work</li> <li>– identify the area for the laying and distribution work</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– confirm material characteristics</li> <li>– lay and distribute materials in laying patterns</li> <li>– identify geological, environmental and material changes and report</li> <li>– check to avoid damage to structures and utilities service apparatus</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– complete laying and distribution work</li> <li>– be on the public highway</li> <li>– shut down and secure binder spreader</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out laying and distribution operations.
	8.8	Describe how to maintain the plant and machinery, hand tools and ancillary equipment used to lay and distribute materials.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating binder spreaders to lay and distribute materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	25
Unit guided learning hours	83

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating self-propelled spreaders to lay and distribute materials in the workplace</b>
<b>Unit Number:</b>	F/508/6512
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of self-propelled spreaders to carry out laying and distribution operations.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of self-propelled spreaders for laying and distribution work.</li> </ul>
2 Organise with others the sequence and operation in which laying and distribution operations using self-propelled spreaders are to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during laying and distribution operations using self-propelled spreaders.
3 Know how to comply with relevant legislation and official guidance when carrying out laying and distribution operations using self-propelled spreaders.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating self-propelled spreaders to lay and distribute materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
<p>4 Maintain safe and healthy working practices when preparing for and carrying out laying and distribution operations using self-propelled spreaders.</p>	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during laying and distribution operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out laying and distribution operations using self-propelled spreaders in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to self-propelled spreader use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out laying and distribution operations using self-propelled spreaders.</p>	5.1	Request and select resources associated with self-propelled spreaders in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments, laying and distribution aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating self-propelled spreaders to lay and distribute materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out laying and distribution operations using self-propelled spreaders.
6 Minimise the risk of damage to the work and surrounding area when preparing to, laying and distributing materials.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to, laying and distributing materials.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating self-propelled spreaders to lay and distribute materials in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
<p>8 Comply with the given contract information to lay and distribute materials using self-propelled spreaders to the required specification.</p>	8.1	Demonstrate the following work skills when preparing for, laying and distributing materials using self-propelled spreaders: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, manoeuvring, positioning, laying, distributing and compacting.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare to, position, set up and operate self-propelled spreaders to lay and distribute a variety of materials, in a variety of locations, to given working instructions.
	8.4	Shut down and secure self-propelled spreaders.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the self-propelled spreaders used for laying and distribution operations</li> <li>– carry out function checks for the laying and distribution work</li> <li>– identify the area for the laying and distribution work</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– confirm material characteristics</li> <li>– lay and distribute materials in laying patterns</li> <li>– identify geological, environmental and material changes and report</li> <li>– check to avoid damage to structures and utilities service apparatus</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– complete laying and distribution work</li> <li>– be on the public highway</li> <li>– shut down and secure self-propelled spreader</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out laying and distribution operations.
	8.8	Describe how to maintain the plant and machinery, hand tools and ancillary equipment used to lay and distribute materials.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating self-propelled spreaders to lay and distribute materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	25
Unit guided learning hours	83

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating towed scrapers to lay and distribute materials in the workplace</b>
<b>Unit Number:</b>	L/508/6514
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of towed scrapers to carry out laying and distribution operations.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of towed scrapers for laying and distribution work.</li> </ul>
2 Organise with others the sequence and operation in which laying and distribution operations using towed scrapers are to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during laying and distribution operations using towed scrapers.
3 Know how to comply with relevant legislation and official guidance when carrying out laying and distribution operations using towed scrapers.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating towed scrapers to lay and distribute materials in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
<p>4 Maintain safe and healthy working practices when preparing for and carrying out laying and distribution operations using towed scrapers.</p>	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during laying and distribution operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out distribution operations using towed scrapers in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to towed scraper use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out laying and distribution operations using towed scrapers.</p>	5.1	Request and select resources associated with towed scrapers in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and distribution aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating towed scrapers to lay and distribute materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out laying and distribution operations using towed scrapers.
6 Minimise the risk of damage to the work and surrounding area when preparing to, laying and distributing materials.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to, laying and distributing materials.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating towed scrapers to lay and distribute materials in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
<p>8 Comply with the given contract information to lay and distribute materials using towed scrapers to the required specification.</p>	8.1	Demonstrate the following work skills when preparing for, distributing materials using towed scrapers: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, manoeuvring, positioning, distributing and compacting.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare to, position, set up and operate towed scrapers to lay and distribute a variety of materials, in a variety of locations, to given working instructions.
	8.4	Shut down and secure towed scrapers.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the towed scraper used for laying and distribution operations</li> <li>– carry out function checks for the laying and distribution work</li> <li>– identify the area for the laying and distribution work</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– confirm material characteristics</li> <li>– distribute materials in laying patterns</li> <li>– identify geological, environmental and material changes and report</li> <li>– check to avoid damage to structures and utilities service apparatus</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– complete laying and distribution work</li> <li>– be on the public highway</li> <li>– shut down and secure the towed scraper</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out laying and distribution operations.
	8.8	Describe how to maintain the plant and machinery, hand tools and ancillary equipment used to lay and distribute materials.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating towed scrapers to lay and distribute materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	25
Unit guided learning hours	83

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating ride-on rollers to compact materials in the workplace</b>	
<b>Unit Number:</b>	R/508/6515	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of ride-on rollers to carry out compacting operations.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of ride-on rollers for compaction work.</li> </ul>
2 Organise with others the sequence and operation in which compacting operations using ride-on rollers are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during compacting operations using ride-on rollers.
3 Know how to comply with relevant legislation and official guidance when carrying out compacting operations using ride-on rollers.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating ride-on rollers to compact materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out compacting operations using ride-on rollers.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during compacting operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out compacting operations using ride-on rollers in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to ride-on roller use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out compacting operations using ride-on rollers.	5.1	Request and select resources associated with ride-on rollers in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and compaction operational aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating ride-on rollers to compact materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, pressure, quantity, length and area associated with the method/procedures to carry out compaction work using ride-on rollers.
6 Minimise the risk of damage to the work and surrounding area when preparing for and compacting materials.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and compacting materials.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating ride-on rollers to compact materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Comply with the given contract information to compact materials using ride-on rollers to the required specification.	8.1	Demonstrate the following work skills when preparing for and compacting materials using ride-on rollers: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, manoeuvring, positioning and compacting.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare for, position, set up and operate ride-on rollers to compact a variety of materials, in various locations, to given working instructions.
	8.4	Shut down and secure ride-on rollers.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the ride-on roller used for compaction operations</li> <li>– carry out function checks for compaction operations</li> <li>– identify the area for the compaction work</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify geological, environmental and material changes and report</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– recognise different compaction methods</li> <li>– recognise and work compaction patterns</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– compact materials safely and securely</li> <li>– complete compaction work</li> <li>– be on the public highway</li> <li>– shut down and secure the ride-on roller</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out compacting operations.
	8.8	Describe how to maintain the plant and machinery, hand tools and ancillary equipment used to compact materials.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating ride-on rollers to compact materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	16
Unit guided learning hours	53

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating soil compactors to compact materials in the workplace</b>	
<b>Unit Number:</b>	Y/508/6516	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of soil compactors to carry out compacting operations.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of soil compactors for compaction work.</li> </ul>
2 Organise with others the sequence and operation in which compacting operations using soil compactors are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during compacting operations using soil compactors.
3 Know how to comply with relevant legislation and official guidance when carrying out compacting operations using soil compactors.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating soil compactors to compact materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing to and carrying out compacting operations using soil compactors.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during compacting operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out compacting operations using soil compactors in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to soil compactor use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare to and carry out compacting operations using soil compactors.	5.1	Request and select resources associated with soil compactors in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and compaction operational aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating soil compactors to compact materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, bearing, pressure, quantity, length and area associated with the method/procedures to carry out compaction using soil compactors.
6 Minimise the risk of damage to the work and surrounding area when preparing to and compacting materials.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and compacting materials.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating soil compactors to compact materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Comply with the given contract information to compact materials using soil compactors to the required specification.	8.1	Demonstrate the following work skills when preparing for and compacting materials using soil compactors: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, manoeuvring, positioning and compacting.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare for, position, set up and operate soil compactors to compact a variety of materials, in various locations, to given working instructions.
	8.4	Shut down and secure soil compactors.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the soil compactors used for compaction operations</li> <li>– carry out function checks for compaction operations</li> <li>– identify the area for the compaction work</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify geological, environmental and material changes and report</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– recognise different compaction methods</li> <li>– recognise and work compaction patterns</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– compact materials safely and securely</li> <li>– complete compaction work</li> <li>– be on the public highway</li> <li>– shut down and secure soil compactors</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out compacting operations.
	8.8	Describe how to maintain the plant and machinery, hand tools and ancillary equipment used to compact materials.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating soil compactors to compact materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	16
Unit guided learning hours	53

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating landfill compactors to compact materials in the workplace</b>
<b>Unit Number:</b>	D/508/6517
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of landfill compactors to carry out compacting operations.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of landfill compactors for compaction work.</li> </ul>
2 Organise with others the sequence and operation in which compacting operations using landfill compactors are to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during compacting operations using landfill compactors.
3 Know how to comply with relevant legislation and official guidance when carrying out compacting operations using landfill compactors.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating landfill compactors to compact materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
<p>4 Maintain safe and healthy working practices when preparing for and carrying out compacting operations using landfill compactors.</p>	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during compacting operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out compacting operations using landfill compactors in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to landfill compactor use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out compacting operations using landfill compactors.</p>	5.1	Request and select resources associated with landfill compactors in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and compaction operational aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating landfill compactors to compact materials in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
5 Continued	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, bearing, pressure, quantity, length and area associated with the method/procedures to carry out compaction using landfill compactors.
6 Minimise the risk of damage to the work and surrounding area when preparing for and compacting materials.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and compacting materials.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating landfill compactors to compact materials in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
8 Comply with the given contract information to compact materials using landfill compactors to the required specification.	8.1	Demonstrate the following work skills when preparing for and compacting materials using landfill compactors: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, manoeuvring, positioning and compacting.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare for, position, set up and operate landfill compactors to compact a variety of materials, in various locations, to given working instructions.
	8.4	Shut down and secure landfill compactors.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the landfill compactors used for compaction operations</li> <li>– carry out function checks for compaction operations</li> <li>– identify the area for the compaction work</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify geological, environmental and material changes and report</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– recognise different compaction methods</li> <li>– recognise and work compaction patterns</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– compact materials safely and securely</li> <li>– complete compaction work</li> <li>– be on the public highway</li> <li>– shut down and secure landfill compactors</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out compacting operations.
	8.8	Describe how to maintain the plant and machinery, hand tools and ancillary equipment used to compact materials.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating landfill compactors to compact materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	25
Unit guided learning hours	83

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating crushers to process materials in the workplace</b>	
<b>Unit Number:</b>	H/508/6518	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of crushers to process materials.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of crushers for carrying out processing work.</li> </ul>
2 Organise with others the sequence and operation in which processing operations using crushers are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during processing operations using crushers.
3 Know how to comply with relevant legislation and official guidance when carrying out processing operations using crushers.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating crushers to process materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out processing operations using crushers.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during processing operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out processing operations using crushers in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to crusher use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out processing operations using crushers.	5.1	Request and select resources associated with crushers in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and processing operational aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating crushers to process materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out processing operations using crushers.
6 Minimise the risk of damage to the work and surrounding area when preparing to and processing materials.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and processing materials.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating crushers to process materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Comply with the given contract information to process materials using crushers to the required specification.	8.1	Demonstrate the following work skills when preparing for and processing materials using crushers: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, manoeuvring, positioning and processing.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, set up, and operate crushers to crush and stockpile, or feed additional plant, with a variety of materials to given working instructions.
	8.4	Shut down and secure crushers.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the crusher used for processing operations</li> <li>– carry out function checks for process operations</li> <li>– identify the area for the processing work</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– carry out the processing work-safely and securely</li> <li>– deal with blockages prior to, during and on completion of operations</li> <li>– deposit processed materials</li> <li>– be on the public highway</li> <li>– shut down and secure crusher</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and carrying out processing operations.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to process materials.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating crushers to process materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	05.2 Building and Construction
Availability for use	Shared unit
Unit credit value	16
Unit guided learning hours	53

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating screeners to process materials in the workplace</b>
<b>Unit Number:</b>	K/508/6519
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of screeners to process materials.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of screeners for carrying out processing work.</li> </ul>
2 Organise with others the sequence and operation in which processing operations using screeners are to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during processing operations using screeners.
3 Know how to comply with relevant legislation and official guidance when carrying out processing operations using screeners.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating screeners to process materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out processing operations using screeners.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during processing operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out processing operations using screeners in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to screener use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out processing operations using screeners.	5.1	Request and select resources associated with screeners in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and processing operational aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating screeners to process materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out processing operations using screeners.
6 Minimise the risk of damage to the work and surrounding area when preparing to and processing materials.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and processing materials.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating screeners to process materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Comply with the given contract information to process materials using screeners to the required specification.	8.1	Demonstrate the following work skills when preparing for and processing materials using screeners: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, manoeuvring, positioning (where relevant) and processing.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, set up, position (where relevant) and operate screeners to screen, grade and stockpile, a variety of materials to given working instructions.
	8.4	Shut down and secure screeners.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the screeners used for processing operations</li> <li>– carry out function checks for process operations</li> <li>– identify the area for the processing work</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– carry out the processing work-safely and securely</li> <li>– deal with blockages prior to, during and on completion of operations</li> <li>– deposit processed materials</li> <li>– be on the public highway</li> <li>– shut down and secure screeners</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and carrying out processing operations.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to process materials.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating screeners to process materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	05.2 Building and Construction
Availability for use	Shared unit
Unit credit value	12
Unit guided learning hours	40

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating batching plant to process materials in the workplace</b>
<b>Unit Number:</b>	K/508/6522
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of batching plant to process materials.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of batching plant for carrying out processing work.</li> </ul>
2 Organise with others the sequence and operation in which processing operations using batching plant are to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during processing operations using batching plant.
3 Know how to comply with relevant legislation and official guidance when carrying out processing operations using batching plant.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating batching plant to process materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out processing operations using batching plant.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during processing operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out processing operations using batching plant in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to batching plant use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out processing operations using batching plant.	5.1	Request and select resources associated with batching plant in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and processing operational aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating batching plant to process materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out processing operations using batching plant.
6 Minimise the risk of damage to the work and surrounding area when preparing to and processing materials.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and processing materials.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating batching plant to process materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Comply with the given contract information to process materials using batching plant to the required specification.	8.1	Demonstrate the following work skills when preparing for and processing materials using batching plant: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, manoeuvring, positioning (where relevant) and processing.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, set up, position (where relevant) and operate batching plant to process materials to given working instructions.
	8.4	Shut down and secure batching plant.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the batching plant used for processing operations</li> <li>– carry out function checks for process operations</li> <li>– identify the area for the processing work</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– carry out the processing work-safely and securely</li> <li>– deal with blockages prior to, during and on completion of operations</li> <li>– deposit processed materials</li> <li>– be on the public highway</li> <li>– shut down and secure batching plant</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and carrying out processing operations.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to process materials.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating batching plant to process materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	05.2 Building and Construction
Availability for use	Shared unit
Unit credit value	12
Unit guided learning hours	40

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing for, and arranging and securing plant or machinery for transportation in the workplace</b>	
<b>Unit Number:</b>	M/508/6523	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation of, and arranging and securing plant or machinery for transportation.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, lift plans, risk assessments, manufacturers' information and current regulations governing the arrangement and security of plant or machinery for transportation.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when arranging and securing plant or machinery for transportation.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when preparing for and arranging and securing plant or machinery for transportation.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when arranging and securing plant or machinery for transportation.
	3.2	Demonstrate compliance with given information and relevant legislation when arranging and securing plant or machinery for transportation in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe use, storage and handling of materials</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing for, and arranging and securing plant or machinery for transportation in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Continued	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to arranging and securing plant or machinery for transportation, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
4 Select the required quantity and quality of resources to prepare for, and arrange and secure plant or machinery for transportation.	4.1	Select resources associated with the work in relation to materials, components, fixings, tools and equipment, lifting accessories and load restraint equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– lifting accessories and load restraint equipment, steel wire rope, chain, fabric, web hooks, shackles, clamps, netting and sheeting</li> <li>– hand tools and ancillary equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
	4.6	Describe how to identify weight, bearing, pressure, quantity, length and area associated with the method/procedure to carry out the work.

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing for, and arranging and securing plant or machinery for transportation in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 Comply with the given contract information to prepare to, and arrange and secure plant or machinery for transportation to the required specification.	7.1	Demonstrate the following work skills when preparing to, and arranging and securing plant or machinery for transportation: <ul style="list-style-type: none"> <li>– measuring, gauging, calculating, selecting, fitting, configuring, testing, balancing, adjusting, securing, positioning and removing.</li> </ul>
	7.2	Use and maintain hand tools, ancillary equipment, lifting accessories and load restraint equipment.
	7.3	Prepare for, and arrange plant, machinery or associated equipment for transportation to given working instructions by at least two of the following methods: <ul style="list-style-type: none"> <li>– driving and operating the following types of plant: wheeled machinery, tracked machinery and rolling machinery onto the transport (non-operational activities)</li> <li>– suspended loads by slinging and signalling; at least three of the following: balanced, unbalanced, loose, bundled, containers, drums (slinging and signalling)</li> <li>– by directing and guiding the operations of lifting plant (not craneage), e.g. lift truck, excavator</li> <li>– directing and guiding machine operators (movement)</li> <li>– driving transport into plant or machinery on hydraulic jack legs or suspended from a gantry (raised loads)</li> </ul>
	7.4	Secure plant, machinery or associated equipment for safe movement.
	7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– determine vehicle capacity</li> <li>– determine weights and sizes (height, length, width) of plant and machinery to be loaded</li> <li>– check loading and unloading areas</li> <li>– recognise the requirements to drive and operate plant and machinery for loading and unloading under no load conditions</li> <li>– recognise the requirements to sling and signal loads for transportation</li> <li>– recognise the requirements to direct and guide the operations of plant or machinery for loading and unloading</li> <li>– recognise the requirements to direct and guide the movement of vehicles, plant and machinery for loading and unloading</li> <li>– recognise the requirements to load equipment using hydraulic jacks and supports</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing for, and arranging and securing plant or machinery for transportation in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
7 Continued	<p>7.6</p> <ul style="list-style-type: none"> <li>– ensure load is prepared for transportation, secured, restrained, immobilised, hydraulic systems locked, articulation and slew systems locked</li> <li>– differentiate between load restraint equipment and lifting accessories</li> <li>– recognise proximity hazards</li> <li>– select and use suitable lifting accessories and load restraint equipment</li> <li>– arrange and secure loads</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– confirm balance, stability and correct weight distribution</li> <li>– check stability and weight distribution of load prior to releasing securing restraints and lifting accessories</li> <li>– load and unload on a public highway</li> </ul>
	<p>7.7</p> <ul style="list-style-type: none"> <li>– identify and mark overhangs</li> <li>– remove and store lifting accessories and load restraint equipment on completion of loading and unloading</li> <li>– use hand tools and ancillary equipment</li> <li>– use access equipment</li> <li>– work at height.</li> </ul>
	<p>7.8</p> <p>Describe the needs of other occupations and how to effectively communicate within a team when preparing to and arranging and securing plant or machinery for transportation.</p>
	<p>7.9</p> <p>Describe how to maintain the hand tools, ancillary equipment, lifting accessories and load restraint equipment used to arrange and secure plant or machinery for transportation.</p>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing for, and arranging and securing plant or machinery for transportation in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills 'Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Certificate in Plant Operations (Construction):</u></p> <p><b>Two</b> of the following endorsements required:</p> <p>Drive and operate Direct and guide movement Direct and guide operations Slinger/signaller Raised loads</p> <p><b>Plus one</b> or more of the following endorsements required:</p> <p>Loader/securer Slinger Signaller non STGO, non LGV Loader/securer Slinger Signaller non STGO, LGV Loader/securer Slinger Signaller STGO Loader/securer movement guide marshaller non STGO, non LGV Loader/securer movement guide marshaller non STGO, LGV Loader/securer movement guide marshaller STGO Loader/securer plant driver non STGO, non LGV Loader/securer plant driver non STGO, LGV Loader/securer plant driver STGO</p>
Subject sector areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	16
Unit guided learning hours	53

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing to and directing and guiding the movement of vehicles, plant or machinery in the workplace</b>
<b>Unit Number:</b>	T/508/6524
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to preparing to, and directing and guiding the movement of vehicles, plant or machinery.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, plant and vehicle movement plans and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, plant and vehicle movement plans, manufacturers' information and Codes of Practice for the direction and guidance of vehicles, plant and machinery.</li> </ul>
2 Organise with others the sequence and operation in which directing and guiding the movement of vehicles, plant or machinery is to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during directing and guiding vehicles, plant or machinery.
3 Know how to comply with relevant legislation and official guidance when directing and guiding the movement of vehicles, plant or machinery.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing to and directing and guiding the movement of vehicles, plant or machinery in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing to, directing and guiding the movement of vehicles, plant or machinery.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when directing and guiding vehicles, plant or machinery.
	4.2	Demonstrate compliance with given information and relevant legislation when directing and guiding the movement of vehicles, plant or machinery in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of tools</li> <li>– safe use and storage of equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to directing and guiding vehicles, plant or machinery, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Select the required quantity and quality of resources to prepare to, and direct and guide the movement of vehicles, plant or machinery.	5.1	Select resources associated with directing and guiding vehicles, plant or machinery in relation to hand tools, ancillary equipment and signalling and communication equipment.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– signalling and communication equipment</li> <li>– barriers, cones, signs</li> <li>– lighting equipment</li> <li>– hand tools and ancillary equipment.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing to and directing and guiding the movement of vehicles, plant or machinery in the workplace</b>	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight/bearing pressures, quantity, length and area associated with the method/procedures for directing and guiding the movement of vehicles, plant and machinery.
6 Minimise the risk of damage to the work and surrounding area when preparing to and directing and guiding the movement of vehicles, plant or machinery.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to, and directing and guiding the movement of vehicles, plant or machinery.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing to and directing and guiding the movement of vehicles, plant or machinery in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
8 Comply with the given contract information to prepare to, and direct and guide the movement of vehicles, plant or machinery to the required specification.	8.1	Demonstrate the following work skills when preparing to, and directing and guiding vehicles, plant or machinery: <ul style="list-style-type: none"> <li>– measuring, gauging, estimating, interpreting, judging, explaining, preparing, commanding, directing, guiding, indicating, informing, instructing, signing, positioning, moving, securing, signalling and relaying.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and signalling equipment.
	8.3	Prepare to, and direct and guide the movement of loaded and unloaded vehicles, including articulated vehicles and plant or machinery (wheeled or tracked) to given working instructions, relating to the following: <ul style="list-style-type: none"> <li>– hand signals</li> <li>– hand signalling equipment</li> <li>– verbal/electronic communication equipment.</li> </ul>
	8.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the differences between directing and guiding movement, directing and guiding operations and slinging and signalling</li> <li>– interpret a work management plan and vehicle movement plan</li> <li>– identify the hierarchy of traffic control measures and pedestrian separation</li> <li>– organise and ensure the maintenance of holding areas, routes, exclusion zones, markers and signs</li> <li>– assess and determine the movement of vehicles, plant and machinery, to include own position of safety, visibility, ground conditions and features, proximity hazards and weight limits</li> </ul>
	8.5	<ul style="list-style-type: none"> <li>– recognise and react to changing conditions, ground, environment, weather, light, numbers and types of vehicles, plant and machinery</li> <li>– liaise with, convey and collect information from and to, drivers and operators</li> <li>– recognise and utilise movement aids (camera's, mirrors, audio and visual warnings, etc.)</li> <li>– recognise blind-spots, potential crush zones and other limitations to driver visibility</li> <li>– recognise the requirements of directing and guiding the movement of vehicles, plant and machinery onto and from public highways</li> <li>– recognise the requirements of working on public highways</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing to and directing and guiding the movement of vehicles, plant or machinery in the workplace</b>	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
8 Continued	8.6	<ul style="list-style-type: none"> <li>– direct and guide different vehicle types and size e.g. height, weight length, width, tracked, wheeled and articulated</li> <li>– assess and determine the movement of loads, including unloading, discharging and loading requirements</li> <li>– direct and guide vehicles, plant and machinery across rough or uneven terrain</li> <li>– check the integrity of load securing equipment and stability of loads, prior to commencement of movements and on arrival, prior to release</li> <li>– signal and communicate following recognised and agreed operational procedures</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– use hand tools and ancillary equipment.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and directing and guiding vehicles, plant or machinery.
	8.8	Describe how to maintain the hand tools, ancillary equipment, and signalling and communication equipment used to direct and guide vehicles, plant or machinery.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing to and directing and guiding the movement of vehicles, plant or machinery in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Certificate in Plant Operations (Construction):</u></p> <p><b>One</b> of the following endorsements required:</p> <p>Movement guide marshaller Loader/securer</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	12
Unit guided learning hours	40

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Slinging and hand signalling the movement of suspended loads in the workplace</b>	
<b>Unit Number:</b>	A/508/6525	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation for and the slinging and signalling of loads.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, method statements (lift plans) and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, lift plans, work instructions, manufacturers' information, approved procedures and Codes of Practice.</li> </ul>
2 Organise with others the sequence and operation in which the slinging and signalling of loads is to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and when slinging and signalling of loads.
3 Know how to comply with relevant legislation and official guidance to carry out slinging and signalling of loads.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Slinging and hand signalling the movement of suspended loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and slinging and signalling loads.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when slinging and signalling loads.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out the slinging and signalling of loads in relation to at least three of the following: <ul style="list-style-type: none"> <li>– safe use and storage of tools and equipment</li> <li>– safe use, storage and handling of lifting accessories</li> <li>– safe use of access equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to slinging and signalling of loads, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Select the required quantity and quality of resources to prepare for and when slinging and signalling loads.	5.1	Select resources associated with slinging/signalling in relation to lifting accessories/aids, hand tools and ancillary equipment.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– lifting accessories</li> <li>– signalling and communication equipment</li> <li>– hand tools and ancillary equipment.</li> </ul>
	5.3	Describe how the resources should be used correctly, and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Slinging and hand signalling the movement of suspended loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out slinging/signalling.
6 Minimise the risk of damage to the work and surrounding area when preparing to and slinging and signalling loads.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and slinging and signalling loads.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Slinging and hand signalling the movement of suspended loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Comply with the given contract information to prepare to and sling and signal suspended loads for movement to the required specification.	8.1	Demonstrate the following work skills when preparing to and slinging and signalling loads: <ul style="list-style-type: none"> <li>– measuring, gauging, estimating, calculating, fitting, fixing, testing, balancing, interpreting, inspecting, judging, explaining, preparing, indicating, informing, instructing, signing, positioning, adjusting, configuring, moving, securing, signalling and relaying.</li> </ul>
	8.2	Use and maintain lifting accessories, lifting aids and equipment.
	8.3	Inspect and prepare lifting accessories prior to slinging.
	8.4	Prepare to and attach suspended loads to lifting equipment, using appropriate lifting accessories and load securing methods, to given working instructions for three of the following: <ul style="list-style-type: none"> <li>– balanced</li> <li>– unbalanced</li> <li>– loose</li> <li>– bundled</li> <li>– container</li> <li>– drum</li> <li>– a load where the machine operator cannot observe its full movement path.</li> </ul>
	8.5	Guide, move and place suspended loads to specified destinations, using hand signals, to given working instructions for three of the following: <ul style="list-style-type: none"> <li>– balanced</li> <li>– unbalanced</li> <li>– loose</li> <li>– bundled</li> <li>– container</li> <li>– drum</li> <li>– a load where the machine operator cannot observe its full movement path.</li> </ul>
	8.6	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the differences between: slinging and signalling, directing and guiding movement of vehicles, plant and machinery, and directing and guiding operations of plant and machinery not being used for lifting operations</li> <li>– confirm the authority, duties and responsibilities allocated</li> <li>– identify characteristics of lifting equipment and lifting accessories</li> <li>– identify and interpret valid certification for maintenance, inspection and thorough examination</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Slinging and hand signalling the movement of suspended loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Continued	8.7	<ul style="list-style-type: none"> <li>– lift and transfer people</li> <li>– sling balanced, unbalanced, loose, live, bundled, container drum loads and loads that are blind to the equipment operator</li> <li>– communicate using hand signals, hand signalling equipment (lights, wands, fluorescent gloves, flags) and electronic communication equipment (loud hailers, radios)</li> <li>– confirm methods of communication</li> <li>– recognise blind-spots, potential crush zones and other limitations to driver visibility</li> <li>– consider the load characteristics including centre of gravity and lifting points to determine the method of slinging</li> <li>– determine and check the route of the load before and during the lift including distances, clearances and landing position</li> </ul>
	8.8	<ul style="list-style-type: none"> <li>– select, handle, inspect and use (assemble, set up and adjust) lifting accessories and aids</li> <li>– identify rejection criteria for removing lifting accessories from service</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– attach lifting accessories and sling loads securely</li> <li>– ensure balance and stability of loads</li> <li>– attach and use load guidance equipment (tag lines)</li> <li>– guide and place suspended loads by recognised methods of communication and agreed operational procedures</li> <li>– land and position loads safely and securely</li> <li>– remove and store lifting accessories</li> <li>– use hand tools and ancillary equipment.</li> </ul>
	8.9	Describe the needs of other occupations and how to communicate within a team when preparing to and slinging and signalling loads.
	8.10	Describe how to maintain the lifting accessories, lifting aids and signalling and communication equipment used to sling and signal loads.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Slinging and hand signalling the movement of suspended loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Certificate in Plant Operations (Construction):</u></p> <p>The following endorsement required (i.e. own area of work):</p> <p>Slinger signaller – loader securer only</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	10
Unit guided learning hours	33

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Operating plant or machinery for non-operational activities in the workplace</b>	
<b>Unit Number:</b>	F/508/6526	
<b>Learning outcomes</b> The learner will be able to:	<b>Assessment criteria</b> The learner can:	
1 Interpret the given information relating to the work and resources when operating plant or machinery for non-operational activities	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, user manuals and manufacturers' information related to the plant or machinery operation and the activity to be completed.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, user manuals, manufacturers' information and current regulations governing the operation of plant and machinery</li> </ul>
2 Organise with others the sequence in which the work is to be carried out when operating plant or machinery for non-operational activities.	2.1	Organise the work in accordance with given information or instructions.
	2.2	Communicate with team members and other associated occupations about the plant or machinery operation and work to be carried out.
	2.3	Describe how to communicate ideas between team members and other associated occupations.
	2.4	Describe how to organise resources in conjunction with the progress of work.
3 Know how to comply with relevant, current legislation, special legal status documents, official guidance and organisational procedures when operating plant or machinery for non-operational activities.	3.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

Title:	Operating plant or machinery for non-operational activities in the workplace	
Learning outcomes	Assessment criteria	
The learner will be able to:	The learner can:	
5 Request and select the required quantity and quality of resources to operate plant or machinery for non-operational activities.	5.1	Request and select resources associated with own work in relation to tools, ancillary equipment and/or accessories and consumables.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– consumables</li> <li>– hand tools, ancillary equipment and/or accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to calculate weight, bearing pressure, quantity, length and area associated with the method/procedure to operate plant or machinery for non-operational activities.
6 Minimise the risk of damage to the work and surrounding area when operating plant or machinery for non-operational activities.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Minimise damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when operating plant or machinery for non-operational activities.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

Title:	Operating plant or machinery for non-operational activities in the workplace	
Learning outcomes	Assessment criteria	
The learner will be able to:	The learner can:	
8 Continued	8.7	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– identify capabilities, characteristic and limitations of plant and machinery (ride on and remote control) including hand-operated power tools, static machinery, pedestrian controlled equipment, wheeled plant and tracked plant, rollers</li> <li>– consider the area available for the movements required (height restrictions, obstructions, overhead / underground obstructions, services, ventilation and point loading)</li> <li>– complete pre-use, pre-start and pre-movement checks</li> <li>– prepare the plant and machine for operation</li> <li>– manoeuvre and position plant and machine</li> <li>– manoeuvre plant and machinery on slopes and inclines, uneven terrain, rough terrain, un-compacted ground, areas with restricted clearances, in inclement and extreme weather and areas where there is other vehicle and pedestrian traffic</li> <li>– operate plant and machinery within operational limitations</li> <li>– support plant and machinery for the activity (inspection, repair, maintenance, testing or travel)</li> <li>– follow signals and instructions</li> <li>– shut down, park and secure plant and machine</li> <li>– immobilise plant and machinery</li> <li>– prepare plant and machinery for transportation</li> <li>– report findings and defects</li> <li>– use hand tools, ancillary equipment and accessories</li> <li>– work at height</li> <li>– use access equipment</li> <li>– complete and maintain records</li> </ul>
	8.8	Describe the needs of other occupations and how to effectively communicate within a team when operating plant or machinery for non-operational activities.
	8.9	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and/or accessories used when operating plant or machinery for non-operational activities.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Operating plant or machinery for non-operational activities in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills 'Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Certificate in Plant Operations (Construction):</u></p> <p><b>Two</b> of the following endorsements required:</p> <ul style="list-style-type: none"> <li>Hand-operated power tools</li> <li>Static machinery</li> <li>Pedestrian controlled power equipment</li> <li>Tracked plant</li> <li>Wheeled plant</li> <li>Rollers</li> </ul>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	10
Unit guided learning hours	33

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating road/rail adapted plant in the workplace</b>	
<b>Unit Number:</b>	J/508/6527	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of road/rail plant and the work to be carried out.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, work package plans, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, lift plans, work package plans, risk assessments, certification and manufacturers' information for the operation of road/rail plant.</li> </ul>
2 Organise with others the sequence and operation in which road/rail plant operations are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during road/rail plant operations.
3 Know how to comply with relevant legislation and official guidance when preparing to and carrying out road/rail plant operations.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating road/rail adapted plant in the workplace</b>	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out road/rail plant operations.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during road/rail plant operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out road/rail plant operations in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to road/rail plant operations, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out road/rail plant operations.	5.1	Request and select resources associated with the work in relation to consumables, materials, tools, ancillary equipment, attachments and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, fittings, fuels, oils and lubricants</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating road/rail adapted plant in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out the work.
6 Minimise the risk of damage to the work and surrounding area when preparing to and operating road/rail plant.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and operating road/rail plant.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating road/rail adapted plant in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Comply with the given contract information to prepare for and operate road/rail plant to the required specification.	8.1	Demonstrate the following work skills when preparing to use and operate road/rail plant: <ul style="list-style-type: none"> <li>– preparing, manoeuvring, configuring, placing, travelling, negotiating, setting, operating and removing.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment, attachments and/or accessories.
	8.3	Prepare and operate road/rail adapted plant by placing on and off the rails, travelling to the work area and carrying out operations to given working instructions for one or more of the following: <ul style="list-style-type: none"> <li>– lift, carry and/or transfer</li> <li>– extract</li> <li>– excavate</li> <li>– construct and/or form</li> <li>– receive and/or transport</li> <li>– access as a work platform</li> <li>– lay and/or distribute</li> <li>– compact</li> <li>– demolish and/or process.</li> </ul>
	8.4	Shut down and secure road/rail plant.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the road/rail plant for rail operations</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– operate, maintain, shut down and secure road rail plant and machinery</li> <li>– identify the documentation and certification requirements for road rail plant, machinery, equipment and attachments</li> <li>– operate radios</li> <li>– recognise current signalling systems in use for road/rail plant</li> <li>– place plant and machine on and off the rails</li> <li>– identify the criteria for movements within possessions</li> <li>– recognise and avoid damage to axle counter equipment, force transducers and accelerometers</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– avoid damage to infrastructure, including track, line-side and under-track equipment supporting structures, routes of cables and services</li> <li>– work on cants or gradients</li> <li>– negotiate points and crossings</li> <li>– move failed machines</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– be on the public highway</li> <li>– shut down and secure road/rail plant</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating road/rail adapted plant in the workplace</b>
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
8 Continued	8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out road/rail plant operations.
	8.8 Describe how to maintain the hand tools, plant and machinery and ancillary equipment used for road/rail plant operations.

<b>Title:</b>	<b>Preparing and operating road/rail adapted plant in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Certificate in Plant Operations (Construction):</u></p> <p><b>One</b> of the following endorsements required:</p> <ul style="list-style-type: none"> <li>Road rail – forward tipping dumper</li> <li>Road rail – MEWP scissor</li> <li>Road rail – MEWP boom</li> <li>Road rail – crawler tractor/dozer</li> <li>Road rail – knuckle boom crane</li> <li>Road rail – dump truck- articulated chassis</li> <li>Road rail – dump truck – rigid chassis</li> <li>Road rail – excavator 360 degree wheeled</li> <li>Road rail – excavator 360 degree tracked</li> <li>Road rail – excavator crane</li> <li>Road rail – crane</li> <li>Road rail – rough terrain forklift truck</li> <li>Road rail – telescopic handler</li> <li>Road rail – agricultural tractor</li> </ul>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	8
Unit guided learning hours	26

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating plant or machinery attachments in the workplace</b>	
<b>Unit Number:</b>	L/508/6528	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of plant or machinery attachments.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing plant and machinery attachments.</li> </ul>
2 Organise with others the sequence and operation of plant or machinery attachment use.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during attachment use.
3 Know how to comply with relevant legislation and official guidance when preparing and using plant or machinery attachments.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting applicable to attachment use.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating plant or machinery attachments in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and using plant or machinery attachments.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when using attachments.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out plant or machinery operations using attachments in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to use of plant or machinery attachments, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other particular task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and use plant or machinery attachments.	5.1	Request and select resources associated with own work in relation to consumables, materials, attachments, tools and ancillary equipment.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– fittings, fuels, oils and lubricants</li> <li>– attachments, accessories</li> <li>– hand tools and ancillary equipment.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating plant or machinery attachments in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedure to carry out the work using relevant attachments.
6 Minimise the risk of damage to the work and surrounding area when preparing for and using plant or machinery attachments.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and using plant or machinery attachments.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating plant or machinery attachments in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Comply with the given contract information to prepare for and operate plant or machinery attachments to the required specification.	8.1	Demonstrate the following work skills when preparing for and using attachments: <ul style="list-style-type: none"> <li>– preparing, configuring, aligning, fitting, connecting, fastening, adjusting, securing, checking, manoeuvring, operating, disconnecting, removing and storing.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, fit and operate plant or machinery attachments to given working instructions for one or more of the following tasks: <ul style="list-style-type: none"> <li>– lift and transfer</li> <li>– cut, shear or sever</li> <li>– bore or drill</li> <li>– drive</li> <li>– hammer</li> <li>– vibrate</li> <li>– removal</li> <li>– compact or level</li> <li>– mixing</li> <li>– access (as a work platform)</li> <li>– demolish or process.</li> </ul>
	8.4	Remove attachments from host plant following operations and leave in a safe situation.
	8.5	Shut down and secure the host item of plant and attachment.
	8.6	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify relevant attachment documentation</li> <li>– select attachment compatible to the plant and machinery for: lifting, transferring, cutting, shearing, severing, boring, drilling, driving, hammering, vibrating, removing, compacting, levelling, mixing, accessing, demolishing and processing</li> <li>– configure host plant or machinery to accept attachments</li> <li>– fit attachments</li> <li>– operate, maintain, manoeuvre, shut down and secure plant with an attachment</li> </ul>
	8.7	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– recognise signals to fit and remove attachments</li> <li>– disconnect attachments</li> <li>– remove attachments and move plant and machinery</li> <li>– secure and store attachments</li> <li>– transport attachments</li> <li>– use hand tools and equipment.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating plant or machinery attachments in the workplace</b>	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
8 Continued	8.8	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and using plant or machinery attachments.
	8.9	Describe how to maintain the plant and machinery, hand tools, attachments and ancillary equipment used to carry out the work.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating plant or machinery attachments in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Certificate in Plant Operations (Construction):</u>  <b>One</b> of the following endorsements required:</p> <ul style="list-style-type: none"> <li>Rail thimble</li> <li>Rail flail</li> <li>Rail ballast brush</li> <li>Rail ballast/material movement vacuum unit</li> <li>Rail hydraulic rail beam</li> <li>Rail hydraulic sleeper grab</li> <li>Rail trailer</li> <li>Rail tamper</li> <li>Rail vacuum lifter</li> <li>Rail grapple/log grab</li> <li>Auger</li> <li>Sweeper</li> <li>Pecker/hammer</li> <li>Mower</li> <li>Grab</li> <li>Roller</li> <li>Mobile work platform</li> <li>Fork</li> <li>Lifthook</li> <li>Bucket</li> <li>Lifting jib</li> <li>Crusher</li> </ul>
Sector subject area	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	7
Unit guided learning hours	23

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating wheeled loading shovels to excavate in the workplace</b>	
<b>Unit Number:</b>	R/508/6529	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of wheeled loading shovels to carry out excavating operations.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of wheeled loading shovels for excavation work.</li> </ul>
2 Organise with others the sequence and operation in which excavating operations using wheeled loading shovels are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during excavating operations using wheeled loading shovels.
3 Know how to comply with relevant legislation and official guidance when carrying out excavating operations using wheeled loading shovels.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating wheeled loading shovels to excavate in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out excavating operations using wheeled loading shovels.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during excavating operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out excavating operations using wheeled loading shovels in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to wheeled loading shovel use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out excavating operations using wheeled loading shovels.	5.1	Request and select resources associated with wheeled loading shovels in relation to consumables, materials, attachments, tools and ancillary equipment.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and excavation aids</li> <li>– hand tools, ancillary equipment and accessories</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating wheeled loading shovels to excavate in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify quantity, weight, length and area associated with the method/procedures to carry out excavating operations using wheeled loading shovels.
6 Minimise the risk of damage to the work and surrounding area when preparing to and excavating materials.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and excavating materials.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating wheeled loading shovels to excavate in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Comply with the given contract information to excavate materials using wheeled loading shovels to the required specification.	8.1	Demonstrate the following work skills when preparing for and excavating using wheeled loading shovels: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, operating, manoeuvring, positioning, excavating, measuring and removing.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, position, set up and operate wheeled loading shovels to given working instructions to: <ul style="list-style-type: none"> <li>– excavate materials</li> <li>– load and/or stockpile excavated materials.</li> </ul>
	8.4	Shut down and secure wheeled loading shovels.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the wheeled loading shovel used for excavating operations</li> <li>– carry out function checks for excavation work</li> <li>– identify the area to be excavated</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify geological, environmental and material changes and report</li> <li>– check to avoid damage to structures and utilities service apparatus</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– excavate accurately to line and level</li> <li>– form stockpiles</li> <li>– use equipment to gauge and measure</li> <li>– be on the public highway</li> <li>– excavate, remove and load materials safely and securely</li> <li>– shut down and secure wheeled loading shovels</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and carrying out excavating operations.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to excavate materials.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating wheeled loading shovels to excavate in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidelines	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit Credit value	26
Unit guided learning hours	87

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating skid steer loaders to excavate in the workplace</b>	
<b>Unit Number:</b>	J/508/6530	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of skid steer loaders to carry out excavating operations.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of skid steer loaders for excavation work.</li> </ul>
2 Organise with others the sequence and operation in which excavating operations using skid steer loaders are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during excavating operations using skid steer loaders.
3 Know how to comply with relevant legislation and official guidance when carrying out excavating operations using skid steer loaders.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating skid steer loaders to excavate in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out excavating operations using skid steer loaders.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during excavating operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out excavating operations using skid steer loaders in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to skid steer loader use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out excavating operations using skid steer loaders.	5.1	Request and select resources associated with skid steer loaders in relation to consumables, materials, attachments, tools and ancillary equipment.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and excavation aids</li> <li>– hand tools, ancillary equipment and accessories</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating skid steer loaders to excavate in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify quantity, weight, length and area associated with the method/procedures to carry out excavating operations using skid steer loaders.
6 Minimise the risk of damage to the work and surrounding area when preparing to and excavating materials.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and excavating materials.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating skid steer loaders to excavate in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Comply with the given contract information to excavate materials using skid steer loaders to the required specification.	8.1	Demonstrate the following work skills when preparing for and excavating using skid steer loaders: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, operating, manoeuvring, positioning, excavating, measuring and removing.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, position, set up and operate skid steer loaders to given working instructions to: <ul style="list-style-type: none"> <li>– excavate materials</li> <li>– load and/or stockpile excavated materials.</li> </ul>
	8.4	Shut down and secure skid steer loaders.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the skid steer loader used for excavating operations</li> <li>– carry out function checks for excavation work</li> <li>– identify the area to be excavated</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify geological, environmental and material changes and report</li> <li>– check to avoid damage to structures and utilities service apparatus</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– excavate accurately to line and level</li> <li>– form stockpiles</li> <li>– use equipment to gauge and measure</li> <li>– be on the public highway</li> <li>– excavate, remove and load materials safely and securely</li> <li>– shut down and secure skid steer loaders</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and carrying out excavating operations.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to excavate materials.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating skid steer loaders to excavate in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidelines	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit Credit value	20
Unit guided learning hours	67

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating plant or machinery to sweep, clean or clear in the workplace</b>	
<b>Unit Number:</b>	L/508/6531	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of plant or machinery to sweep, clean or clear.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, work instructions, manufacturers' information, waste carriers register and current regulations governing the operation of plant or machinery.</li> </ul>
2 Organise with others the sequence and operation in which sweeping, cleaning or clearing operations using plant or machinery are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during sweeping, cleaning or clearing operations with plant or machinery.
3 Know how to comply with relevant legislation and official guidance when carrying out sweeping, cleaning or clearing operations.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating plant or machinery to sweep, clean or clear in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and operating plant or machinery to sweep, clean or clear.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during sweeping, cleaning or clearing operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out sweeping, cleaning or clearing operations using plant or machinery in relation to the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to plant or machinery use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out sweeping, cleaning or clearing operations using plant or machinery.	5.1	Request and select resources associated with sweeping, cleaning or clearing operations in relation to consumables, materials, tools, ancillary equipment and accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables</li> <li>– brushes, hoses and nozzles</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating plant or machinery to sweep, clean or clear in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, bearing, pressure, quantity, length and area associated with the method/procedures to operate plant or machinery for sweeping, cleaning or clearing operations.
6 Minimise the risk of damage to the work and surrounding area when preparing for and operating plant or machinery to sweep, clean or clear.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and operating plant or machinery to sweep, clean or clear.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
8 Comply with the given contract information to operate plant or machinery to sweep, clean or clear to the required specification.	8.1	Demonstrate the following work skills when preparing for, and operating plant or machinery to sweep, clean or clear: <ul style="list-style-type: none"> <li>– checking, preparing, refilling, replenishing, setting up, aligning, engaging, adjusting, manoeuvring, emptying, washing out, clearing and cleaning.</li> </ul>
	8.2	Use and maintain hand tools and ancillary equipment.
	8.3	Prepare, set up and operate plant or machinery to carry out three or more of the following operations to given working instructions: <ul style="list-style-type: none"> <li>– sweep</li> <li>– scrub clean</li> <li>– hose clean</li> <li>– pressure wash clean</li> <li>– empty or clear by suction</li> <li>– blow clear.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating plant or machinery to sweep, clean or clear in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Continued	8.4	Shut down and secure plant or machinery.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the plant, machinery and equipment used to sweep, clean and clear</li> <li>– liaise with site representative</li> <li>– complete pre-use and post stop checks for sweeper, cleaner, clearer and ancillary equipment</li> <li>– carry out functional checks</li> <li>– identify the area to be swept, cleaned and cleared</li> <li>– check to avoid damage to structures, utilities service apparatus, vehicles, people and animals</li> <li>– prepare, set up and adjust for operational requirements, safety and security</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– operate plant, machinery and equipment; gears, clutch, brake, steering, reversing aids, speed and position for sweeping, cleaning and clearing patterns, sequences and operations</li> <li>– monitor operations making use of audio and visual aids</li> <li>– identify and deal with waste streams</li> <li>– empty and discharge hopper and dispose of arisings</li> <li>– recognise and avoid fly tipping</li> <li>– form stockpiles</li> <li>– replenish, refill water from remote hydrants</li> <li>– monitor brush wear</li> </ul>
	8.7	<ul style="list-style-type: none"> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– be on the public highway</li> <li>– deal with spills of oil, diesel, petrol and chemicals</li> <li>– washout hopper</li> <li>– operate in various conditions, day, night, low light, restricted visibility, changing weather conditions</li> <li>– shut down and secure plant or machinery</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.8	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and operating plant or machinery to sweep, clean or clear.
	8.9	Describe how to maintain the plant or machinery, hand tools, ancillary equipment and accessories used to sweep, clean or clear.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating plant or machinery to sweep, clean or clear in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Certificate in Plant Operations (Construction):</u></p> <p><b>One</b> of the following endorsements required:</p> <ul style="list-style-type: none"> <li>Road sweeper</li> <li>Pavement sweeper</li> <li>Self-propelled sweeper</li> <li>Pedestrian controlled sweeper</li> <li>Gully cleaner</li> <li>Gully sucker</li> <li>Pedestrian controlled cleaner</li> </ul>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	13
Unit guided learning hours	58

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Controlling, directing and guiding the operation of plant or machinery in the workplace</b>	
<b>Unit Number:</b>	R/508/6532	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to controlling, directing and guiding the operation of plant or machinery.	1.1	Interpret and extract relevant information from specifications, schedules, risk assessments and manufacturers' information
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, work instructions, manufacturers' information and official guidance for controlling, directing and guiding the operations of plant and machinery.</li> </ul>
2 Organise with others the sequence and operation in which directing and guiding operations are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during directing and guiding the operation of plant and machinery.
3 Know how to comply with relevant legislation and official guidance when carrying out controlling, directing and guiding operations of plant or machinery.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Controlling, directing and guiding the operation of plant or machinery in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Maintain safe and healthy working practices when controlling, directing and guiding the operation of plant and machinery.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during controlling, directing and guiding the operation of plant and machinery.
	4.2	Demonstrate compliance with given information and relevant legislation when controlling, directing and guiding the operation of plant and machinery in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of tools</li> <li>– safe use and storage of equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to directing and guiding operations of plant and machinery, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Select the required quantity and quality of resources to direct and guide the operation of plant and machinery.	5.1	Select resources associated with directing and guiding the operation of plant and machinery in relation to hand tools, ancillary equipment, and signalling and communication equipment.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– signalling and communication equipment</li> <li>– hand tools and ancillary equipment</li> <li>– electronic guidance equipment, global positioning systems and laser marking devices</li> <li>– measuring equipment (pegs, tapes, strings, lines and levels).</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Controlling, directing and guiding the operation of plant or machinery in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight and bearing pressures quantity, length, area and volume associated with the method/procedure for controlling, directing and guiding the operation of plant and machinery.
6 Minimise the risk of damage to the work and surrounding area when controlling, directing and guiding the operation of plant and machinery.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when controlling, directing and guiding the operation of plant and machinery.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
8 Comply with the given contract information to control, direct and guide the operation of plant or machinery to the required specification.	8.1	Demonstrate the following work skills when controlling, directing and guiding the operation of plant or machinery: <ul style="list-style-type: none"> <li>– measuring, gauging, estimating, interpreting, judging, explaining, preparing, commanding, directing, guiding, indicating, informing, instructing, signing, positioning, moving, securing, signalling and relaying.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment, and signalling and communication equipment.

## Units – Learning Outcomes and Assessment Criteria

Title:	Controlling, directing and guiding the operation of plant or machinery in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Continued	8.3	Control, direct and guide the operation of plant or machinery not being used for lifting operations, but including plant or machinery used as work platforms, to given working instructions, relating to the following: <ul style="list-style-type: none"> <li>– hand signals</li> <li>– hand signalling equipment</li> <li>– verbal and electronic communication equipment.</li> </ul>
	8.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the differences between directing and guiding operations, directing and guiding movement and slinging and signalling</li> <li>– interpret work plans</li> <li>– assess and determine the operation of plant and machinery (not being used for lifting operation but including plant or machinery used as work platforms) to include own position, visibility, ground conditions and features, proximity hazards and weight limits</li> <li>– identify the operational characteristics and limitations of plant and machinery, width, length, height, radius, reach, capacity</li> <li>– recognise blind-spots, potential crush zones and other limitations to operator visibility</li> </ul>
	8.5	<ul style="list-style-type: none"> <li>– control, direct and guide the operation of plant and machinery not being used for lifting operations to extract, excavate, construct, form, receive, transport, access, lay, distribute, compact, process, sweep, clean and clear</li> <li>– assess and determine the movement of extracted and excavated materials or commodities including the formation and removal of stockpiles, unloading, discharging and loading</li> <li>– control, direct and guide the operation of plant and machinery not being used for lifting operations on rough, uneven terrain and in areas of restricted movement</li> <li>– ensure the integrity of equipment, structures, materials and components close to operations while directing and guiding</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and utilise measurement and operation monitoring aids, pegs, tapes, strings, lines and levels, electronic guidance equipment, global positioning systems and laser marking devices</li> <li>– check measurements</li> <li>– signal and communicate following recognised and agreed operational procedures</li> <li>– recognise requirements for working on public highways</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– use hand tools, ancillary equipment, and signalling and communication equipment.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Controlling, directing and guiding the operation of plant or machinery in the workplace</b>	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
8 Continued	8.7	Describe the needs of other occupations and how to effectively communicate within a team when controlling, directing and guiding the operation of plant and machinery.
	8.8	Describe how to maintain hand tools, ancillary equipment, signalling and communication equipment used to control, direct and guide the operation of plant and machinery.

<b>Title:</b>	<b>Controlling, directing and guiding the operation of plant or machinery in the workplace</b>	
<b>Additional information about this unit</b>		
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>	
Sector subject areas	5.2 Building and Construction	
Availability for use	Shared unit	
Unit credit value	18	
Unit guided learning hours	60	

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Moving, handling and storing resources in the workplace</b>	
<b>Unit Number:</b>	Y/508/6533	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Comply with given information when moving, handling and/or storing resources.	1.1	Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation.
	1.2	Interpret the given information relating to the use and storage of lifting aids and equipment.
	1.3	Describe the different types of technical, product and regulatory information, their source and how they are interpreted.
	1.4	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.5	Describe how to obtain information relating to using and storing lifting aids and equipment.
2 Know how to comply with relevant legislation and official guidance 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"> <li>– 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.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making the reports.
	2.4	State the appropriate types of fire extinguishers relevant to the work.
	2.5	Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.
3 Maintain safe working practices when moving, handling and/or storing resources.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources.
	3.2	Use lifting aids safely as appropriate to the work.

## Units – Learning Outcomes and Assessment Criteria

Title:	Moving, handling and storing resources in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 continued	3.3	Protect the environment in accordance with safe working practices as appropriate to the work.
	3.4	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling <b>and/or</b> storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	3.5	Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
	3.6	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.	4.1	Select the relevant resources to be moved, handled and/or stored, associated with own work.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: <ul style="list-style-type: none"> <li>– lifting and handling aids</li> <li>– container(s)</li> <li>– fixing, holding and securing systems.</li> </ul>
	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.
Title:	Moving, handling and storing resources in the workplace	

## Units – Learning Outcomes and Assessment Criteria

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.	5.1 Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2 Dispose of waste and packaging in accordance with legislation.
	5.3 Maintain a clean work space when moving, handling or storing resources.
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5 Explain why the disposal of waste should be carried safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
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"> <li>– progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given occupational resource information to move, handle <b>and/or</b> store resources to the required guidance.	7.1 Demonstrate the following work skills when moving, handling and/or storing occupational resources: <ul style="list-style-type: none"> <li>– moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques.</li> </ul>
	7.2 Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: <ul style="list-style-type: none"> <li>– sheet material</li> <li>– loose material</li> <li>– bagged or wrapped material</li> <li>– fragile material</li> <li>– tools and equipment</li> <li>– components</li> <li>– liquids.</li> </ul>
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling <b>and/or</b> storing occupational resources.
	7.4 Describe the needs of other occupations when moving, handling <b>and/or</b> storing resources.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Moving, handling and storing resources in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit credit value	5
Unit guided learning hours	17

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Setting out secondary dimensional work control in the workplace</b>	
<b>Unit Number:</b>	K/508/6536	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to setting out dimensional control of the work.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and reference points.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, reference points and current regulations governing buildings and construction work.</li> </ul>
2 Know how to comply with relevant legislation and official guidance to set out dimensional control of the work.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Setting out secondary dimensional work control in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Maintain safe and healthy working practices when setting out dimensional control of the work.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during setting out dimensional control of the work.
	3.2	Demonstrate compliance with given information and relevant legislation when setting out dimensional control of the work in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use of access equipment/working platforms</li> <li>– safe handling of materials</li> <li>– safe use and storage of materials, tools and equipment</li> <li>– specific risks to health.</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to setting out dimensional control of the work, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
4 Select the required quantity and quality of resources to set out dimensional control of the work.	4.1	Select resources associated with the work in relation to measuring tools and instruments, marking materials/components, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– measuring tools and instruments</li> <li>– marking equipment</li> <li>– level and alignment tools.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Setting out secondary dimensional work control in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Continued	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
	4.6	Describe how to identify quantity of resources associated with the method/procedure to set out for secondary dimensional work control.
5 Minimise the risk of damage to the work and surrounding area when setting out dimensional control of the work.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Prevent damage and maintain a clean work area.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when setting out dimensional control of the work.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Setting out secondary dimensional work control in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 Comply with the given contract information to set out dimensional control of the work to the required specification.	7.1	Demonstrate the following work skills when setting out dimensional control of the work: <ul style="list-style-type: none"> <li>– transferring, transposing, levelling, measuring, marking, positioning, fixing and securing.</li> </ul>
	7.2	Use and maintain hand tools, measuring and marking equipment.
	7.3	Set out secondary dimensional control for the work to given working instructions for three or more of the following: <ul style="list-style-type: none"> <li>– line</li> <li>– level</li> <li>– depth</li> <li>– area</li> <li>– height</li> <li>– angle.</li> </ul>
	7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– measure and set out secondary dimensional control for the work</li> <li>– measure, align and level to dimensional control requirements</li> <li>– transfer and set out lines, angles and levels to dimensional control requirements</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– use hand tools, measuring and marking equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.5	Describe how to calculate height, depth, angle, length and area associated with the method/procedure to set out secondary dimensional work control.
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when setting out dimensional control of the work.
	7.7	Describe how to maintain the hand tools, measuring, marking and ancillary and equipment used to set out dimensional control of the work.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Setting out secondary dimensional work control in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Certificate in Plant Operations (Construction):</u></p> <p><b>Three or more</b> of the following endorsements required:</p> <ul style="list-style-type: none"> <li>Lines</li> <li>Levels</li> <li>Depths</li> <li>Areas</li> <li>Heights</li> <li>Angles</li> </ul>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Credit value	7
Unit guided learning hours	23

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating suction and vacuum excavators to extract in the workplace
<b>Unit Number:</b>	M/617/2280
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the preparation and operation of suction and vacuum excavators to extract.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of suction and vacuum excavators to extract.</li> </ul>
2 Organise with others the sequence and operation in which suction and vacuum excavator operations to extract are to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during operations using suction and vacuum excavators to extract.
3 Know how to comply with relevant legislation and official guidance when carrying out suction and vacuum excavator operations to extract.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating suction and vacuum excavators to extract in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out suction and vacuum excavator operations to extract.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during suction and vacuum excavation operations to extract.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out suction and vacuum excavation operations to extract in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to suction and vacuum excavators to extract use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– local exhaust ventilation (LEV)</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out suction and vacuum excavation operations to extract.	5.1	Request and select resources associated with suction and vacuum excavation to extract in relation to consumables, materials, attachments, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and plant or machinery aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating suction and vacuum excavators to extract in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, bearing, pressure, quantity, length and area associated with the method/procedures to carry out suction and vacuum excavation operations to extract.
6 Minimise the risk of damage to the work and surrounding area when preparing to and carrying out suction and vacuum excavation operations to extract.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and carrying out suction and vacuum excavation operations to extract.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating suction and vacuum excavators to extract in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
8 Comply with the given contract information to carry out suction and vacuum excavations operations to extract to the required specification.	8.1 Demonstrate the following work skills when preparing for and excavating materials using suction and vacuum excavation to extract: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, manoeuvring, positioning, measuring, extracting and removing.</li> </ul>
	8.2 Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3 Prepare, set up, position and operate suction and vacuum excavators to given working instructions <ul style="list-style-type: none"> <li>– extract different types of materials.</li> </ul>
	8.4 Shut down and secure.
	8.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the suction and vacuum excavator used for the suction and vacuum extraction operation</li> <li>– carry out function checks for the suction and vacuum extraction operation</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– identify the area of work</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify geological, environmental and material changes and report</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– extract materials safely and securely</li> <li>– be on the public highway</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.6 Describe the needs of other occupations and how to communicate effectively within a team when preparing to and carrying out extracting operations.
	8.7 Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to carry out extracting operations.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating suction and vacuum excavators to extract in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	167

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating suction and vacuum excavators to extract in the workplace	
<b>Unit Number:</b>	T/617/2281	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and operation of suction and vacuum excavators to extract.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of suction and vacuum excavators to extract.</li> </ul>
2 Organise with others the sequence and operation in which suction and vacuum excavator operations to extract are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during operations using suction and vacuum excavators to extract.
3 Know how to comply with relevant legislation and official guidance when carrying out suction and vacuum excavator operations to extract.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating suction and vacuum excavators to extract in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out suction and vacuum excavator operations to extract.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during suction and vacuum excavation operations to extract.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out suction and vacuum excavation operations to extract in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to suction and vacuum excavators to extract use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– local exhaust ventilation (LEV)</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out suction and vacuum excavation operations to extract.	5.1	Request and select resources associated with suction and vacuum excavation to extract in relation to consumables, materials, attachments, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and plant or machinery aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating suction and vacuum excavators to extract in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, bearing, pressure, quantity, length and area associated with the method/procedures to carry out suction and vacuum excavation operations to extract.
6 Minimise the risk of damage to the work and surrounding area when preparing to and carrying out suction and vacuum excavation operations to extract.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and carrying out suction and vacuum excavation operations to extract.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating suction and vacuum excavators to extract in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
8 Comply with the given contract information to carry out suction and vacuum excavations operations to extract to the required specification.	8.1 Demonstrate the following work skills when preparing for and excavating materials using suction and vacuum excavation to extract: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, manoeuvring, positioning, measuring, extracting and removing.</li> </ul>
	8.2 Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3 Prepare, set up, position and operate suction and vacuum excavators to given working instructions <ul style="list-style-type: none"> <li>– extract different types of materials.</li> </ul>
	8.4 Shut down and secure.
	8.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the suction and vacuum excavator used for the suction and vacuum extraction operation</li> <li>– carry out function checks for the suction and vacuum extraction operation</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– identify the area of work</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify geological, environmental and material changes and report</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– extract materials safely and securely</li> <li>– be on the public highway</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.6 Describe the needs of other occupations and how to communicate effectively within a team when preparing to and carrying out extracting operations.
	8.7 Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to carry out extracting operations.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating suction and vacuum excavators to extract in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	167



[www.proqualab.com](http://www.proqualab.com)

[enquiries@proqualab.com](mailto:enquiries@proqualab.com)

Tel: +44 (0)1430 423822

ProQual AB Limited, ProQual House, Westbridge Court, Annie Med Lane, South Cave HU15 2HG  
Company Registration Number: 07464445

[enquiries@proqualab.com](mailto:enquiries@proqualab.com)