



Level 2 NVQ Diploma in Demolition (Construction)

Qualification Specification

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Introduction

The ProQual Level 2 NVQ Diploma in Demolition (Construction) qualification provides a nationally recognised qualification for those working in this specialised area of construction. There are 2 specialised pathways:

Pathway 1 – Demolition
Pathway 2 – Plant

The awarding body for this qualification is ProQual Awarding Body (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 Diploma in Demolition (Construction)

Qualification title	ProQual Level 2 NVQ Diploma in Demolition (Construction)
Ofqual qualification number	603/0511/3
Level	2
Total Qualification Time	380-430 hours (146-199 GLH)
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	14/09/16
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 three Mandatory units, plus the required Mandatory/Optional units from one of the pathways.

Candidates may complete any of the Additional Units relevant to their Pathway choice, but these will not count towards the qualification.

CITB references are provided in this document for information only.

Mandatory units for all Pathways (this information is also included in the Pathway details from page 5).

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
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
Y/508/6533	Moving, handling and storing resources in the workplace	2	643

Pathways

There are 2 Pathways, the Mandatory requirements for each are listed below.

Pathway 1: Demolition

Pathway 2: Plant

Pathway 1 : Demolition

Candidates must complete 4 Mandatory units, plus 1 Optional unit.

Mandatory Units			<i>CITB reference provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
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
Y/508/6533	Moving, handling and storing resources in the workplace	2	643
J/615/2360	Removing and segregating components prior to demolition in the workplace	2	154v2
Optional Units – ONE unit			<i>CITB reference provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
L/615/2361	Demolishing/dismantling masonry and concrete structures in the workplace	2	155v3
R/615/2362	Demolishing/dismantling roofs and cladding in the workplace	2	156v2

Pathway 1 Additional Units

Additional Units – Candidates may complete any the Additional Units but these will not count towards the qualification			<i>CITB reference provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
T/615/2371	Demolishing/dismantling timber-framed structures in the workplace	2	157v2
A/615/2372	Demolishing/dismantling steel-framed structures in the workplace	2	158v2
A/615/1609	Erecting and dismantling access/working platforms in the workplace	2	250
A/508/6587	Preparing and operating powered units, tools or pedestrian plant, machinery or equipment in the workplace	2	400v2
A/508/6525	Slinging and hand signalling the movement of suspended loads in the workplace	2	402Av1

Pathway 2 : Plant

Candidates must complete 4 Mandatory units, plus 1 Optional unit.

Mandatory Units			<i>CITB reference provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
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
Y/508/6533	Moving, handling and storing resources in the workplace	2	643
Y/615/2363	Inspecting and completing user maintenance on plant or machinery in the workplace	1	657
Optional Units – ONE unit			<i>CITB reference provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
D/615/2364	Operating demolition plant or machinery to demolish structures above 30 metres in the workplace	2	385Av2
H/615/2365	Operating demolition plant or machinery to demolish structures up to 30 metres in the workplace	2	385Bv2
K/615/2366	Operating demolition plant or machinery to demolish structures up to 15 metres in the workplace	2	385Cv2
M/615/2367	Operating demolition-adapted crawler cranes (demolition plant) to demolish structures in the workplace	2	385Dv2
T/615/2368	Operating remote and/or pedestrian-operated demolition plant to demolish structures in the workplace	2	385Ev2
A/615/2369	Operating demolition skid steer (demolition plant) to demolish structures in the workplace	2	385F
M/508/6571	Preparing and operating 180 degree excavators to extract and excavate ground and loose materials in the workplace	2	388Bv3
D/508/6498	Preparing and operating wheeled loading shovels to extract loose materials in the workplace	2	388Cv3
T/508/6572	Preparing and operating tracked loading shovels to extract ground and loose materials in the workplace	2	388Dv3
H/508/6499	Preparing and operating skid steer loaders to extract loose materials in the workplace	2	388Ev3
J/508/6575	Preparing and operating 360 degree excavators to extract ground, face and/or loose materials in the workplace	2	388Jv3
M/615/2370	Preparing and operating 360 degree excavators to remove and process loose waste-type materials in the workplace	2	388Kv3

Pathway 2 Additional Units

Additional Units – Candidates may complete any the Additional Units but these will not count towards the qualification			<i>CITB reference provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
H/508/6566	Preparing and operating crawler cranes (above 10 tonnes) to lift and transfer loads in the workplace	2	387Bv2
M/508/6568	Preparing and operating mobile cranes to lift and transfer loads in the workplace	2	387Dv2
M/508/6490	Preparing and operating rough terrain masted forklifts to lift and transfer loads in the workplace	2	387Hv2
T/508/6491	Preparing and operating industrial forklift trucks to lift and transfer loads in the workplace	2	387Jv2
A/508/6492	Preparing and operating sideloader forklifts to lift and transfer loads in the workplace	2	387Kv2
F/508/6493	Preparing and operating telescopic handlers to lift and transfer loads in the workplace	2	387Lv2
J/508/6494	Preparing and operating reach trucks to lift and transfer loads in the workplace	2	387Mv2
D/508/6484	Preparing and operating lorry loaders or knuckle booms to lift and transfer loads in the workplace	2	387Qv2
H/508/6485	Preparing and operating skip handlers to lift and transfer loads in the workplace	2	387Rv2
L/508/6578	Preparing and operating crawler tractor dozers to carry out dozer operations in the workplace	2	388Lv1
R/508/6501	Preparing and operating forward tipping dumpers to receive, transport and discharge materials in the workplace	2	391Bv3
Y/508/6502	Preparing and operating rear tipping dump trucks to receive, transport and discharge materials in the workplace	2	391Cv3
A/508/6508	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	2	392Av3
F/508/6509	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace	2	392Bv3
T/508/6510	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace	2	392Cv3
H/508/6518	Preparing and operating crushers to process materials in the workplace	2	395Av3
K/508/6519	Preparing and operating screeners to process materials in the workplace	2	395Bv3
K/508/6522	Preparing and operating batching plant to process materials in the workplace	2	395Cv3
A/508/6525	Slinging and hand signalling the movement of suspended loads in the workplace	2	402Av1
F/508/6588	Erecting and dismantling plant (cranes and rigs) in the workplace	2	4004v2

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 11.

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 -

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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

Title:	Conforming to general health, safety and welfare in the workplace.	
Unit Number:	M/508/6537	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <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"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	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"> – dealing with accidents and emergencies associated with the work and environment – methods of receiving or sourcing information – reporting – stopping work – evacuation – fire risks and safe exit procedures – consultation and feedback.
	3.7	State the appropriate types of fire extinguishers relevant to the work.
	3.8	State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.

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

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to general health, safety and welfare in the workplace.
Additional information about this unit	
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
Unit guided learning hours	7

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to productive working practices in the workplace	
Unit Number:	T/508/6538	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <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"> – using resources for own and other’s work requirements – allocating appropriate work to employees – organising the work sequence – reducing carbon emissions.
	2.4	Describe how to contribute to zero/low carbon work outcomes within the built environment.
3 Maintain relevant records in accordance with the organisational procedures.	3.1	Complete relevant documentation according to the occupation as required by the organisation.
	3.2	Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> – job cards – worksheets – material/resource lists – time sheets.
	3.3	Explain the reasons for ensuring documentation is completed clearly and within given timescales.
4 Maintain good working relationships when conforming to productive working practices.	4.1	Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships.

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to productive working practices in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <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"> – individuals – customer and operative – operative and line management – own and other occupations.
	4.4	Describe why it is important to work effectively with line management, colleagues and customers.
	4.5	Describe how working relationships could have an effect on productive working.
	4.6	Describe how to apply principles of equality and diversity when communicating and working with others.

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to Productive Working Practices in the Workplace
Additional information about this unit	
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 guided learning hours	10

Units – Learning Outcomes and Assessment Criteria

Title:	Moving, handling and storing resources in the workplace
Unit Number	Y/508/6533
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <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"> – in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3 Explain what the accident reporting procedures are and who is responsible for making the reports.
	2.4 State the appropriate types of fire extinguishers relevant to the work.
	2.5 Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.
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 and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	3.5	Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
	3.6	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.	4.1	Select the relevant resources to be moved, handled and/or stored, associated with own work.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: <ul style="list-style-type: none"> – lifting and handling aids – container(s) – fixing, holding and securing systems.
	4.3	Describe how the resources should be handled and how any problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
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.

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>	
5 continued	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"> – progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given occupational resource information to move, handle and/or store resources to the required guidance.	7.1	Demonstrate the following work skills when moving, handling and/or storing occupational resources: <ul style="list-style-type: none"> – moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques.
	7.2	Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: <ul style="list-style-type: none"> – sheet material – loose material – bagged or wrapped material – fragile material – tools and equipment – components – liquids.
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources.
	7.4	Describe the needs of other occupations when moving, handling and/or storing resources.

Units – Learning Outcomes and Assessment Criteria

Title:	Moving, handling and storing resources in the workplace
Additional information about this unit	
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 guided learning hours	17

Units – Learning Outcomes and Assessment Criteria

Title:	Removing and segregating components prior to demolition in the workplace	
Unit Number:	J/615/2360	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when removing and segregating components prior to demolition.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements and risk assessments.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, site inductions, tool-box talks, statutory regulations and official guidance relating to segregation and recycling or disposal of waste.
2 Know how to comply with relevant legislation and official guidance when removing and segregating components prior to demolition.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when removing and segregating components prior to demolition and describe how and when they are used.
3 Maintain safe working practices when removing and segregating components prior to demolition.	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when removing and segregating components prior to demolition.

Units – Learning Outcomes and Assessment Criteria

Title:	Removing and segregating components prior to demolition in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Continued	3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to removing and segregating components prior to demolition, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.4	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 remove and segregate components prior to demolition.	4.1	Select resources associated with own work in relation to demolition tools and equipment and waste and/or recycling containers.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – demolition tools and equipment – waste and/or recycling containers.
	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 method of work.

Units – Learning Outcomes and Assessment Criteria

Title:	Removing and segregating components prior to demolition 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 removing and segregating components prior to demolition.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with 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, statutory regulations and official guidance relating to segregation and recycling procedures.
6 Complete the work within the allocated time when removing and segregating components prior to demolition.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Units – Learning Outcomes and Assessment Criteria

Title:	Removing and segregating components prior to demolition in the workplace
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
7 Comply with the given contract information to remove and segregate components prior to demolition to the required specification.	7.1 Demonstrate the following work skills when removing and segregating components prior to demolition: <ul style="list-style-type: none"> – disconnecting, dismantling, segregating and removing.
	7.2 Remove and segregate the following materials and components by hand for disposal and/or recycling to given working instructions: <ul style="list-style-type: none"> – timber – metal – bricks and/or blocks – glass – sanitary ware – fixtures and fittings – mechanical and electrical equipment.
	7.3 Safely segregate materials.
	7.4 Safely use demolition tools and equipment and ancillary equipment.
	7.5 Safely store the materials, tools and equipment used when removing and segregating components prior to demolition.
	7.6 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – remove and segregate materials, components and/or recyclable items: timber, metal, bricks and/or blocks, glass, sanitary ware, fixtures and fittings, mechanical and electrical equipment – use demolition, tools and equipment – work at height – use access equipment.
	7.7 Describe the needs of other occupations and how to effectively communicate within a team when removing and segregating components prior to demolition.
	7.8 Describe how to check and maintain the tools and equipment used to remove and segregate components prior to demolition.

Units – Learning Outcomes and Assessment Criteria

Title:	Removing and segregating components prior to demolition in the workplace
Additional information about this unit	
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
Unit credit value	15
Unit guided learning hours	75

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling masonry and concrete structures in the workplace	
Unit Number:	L/615/2361	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when demolishing/dismantling masonry and concrete structures.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements and risk assessments.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, site inductions, tool-box talks, statutory regulations and official guidance relating to segregation and recycling or disposal of waste.
2 Know how to comply with relevant legislation and official guidance when demolishing/dismantling masonry and concrete structures.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when demolishing/dismantling masonry and concrete structures and describe how and when they are used.
3 Maintain safe working practices when demolishing/dismantling masonry and concrete structures.	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when demolishing/dismantling masonry and concrete structures.
	3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to demolishing/dismantling masonry and concrete structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling masonry and concrete structures in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Continued	3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.4	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 demolish/dismantle masonry and concrete structures.	4.1	Select resources associated with own work in relation to demolition tools and equipment, plant and machinery and waste and/or recycling containers.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – demolition tools and equipment – waste/recycling containers.
	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 method of work.
5 Minimise the risk of damage to the work and surrounding area when demolishing/dismantling brick, masonry and/or concrete structures.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with 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, statutory regulations and official guidance relating to segregation and recycling procedures.

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling masonry and concrete structures in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
6 Complete the work within the allocated time when demolishing/dismantling masonry and concrete structures.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to demolish/dismantle masonry and concrete structures, to the required specification.	7.1	Demonstrate the following work skills when demolishing/dismantling brick, masonry and concrete structures: <ul style="list-style-type: none"> – releasing, handling, lowering, sorting, stacking/storing, breaking and loading.
	7.2	Demolish and/or dismantle, remove and segregate masonry and concrete structures for disposal and/or recycling to given working instructions.
	7.3	Safely segregate materials.
	7.4	Safely use demolition tools and equipment.
	7.5	Safely store the materials, tools and equipment used when demolishing/dismantling masonry and concrete structures.
	7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – erect barriers and warning notices – demolish and/or dismantle masonry and concrete structures – segregate all arisings for recycling or disposal – use demolition tools and equipment – work at height – use access equipment.
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when demolishing/dismantling brick, masonry and/or concrete structures.
	7.8	Describe how to check and maintain the tools and equipment used when demolishing/dismantling masonry and concrete structures.

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling masonry and concrete structures in the workplace
Additional information about this unit	
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
Unit credit value	18
Unit guided learning hours	90

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling roofs and cladding in the workplace	
Unit Number:	R/615/2362	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when demolishing/dismantling roofs and cladding.	1.1	Interpret and extract relevant information from drawings, specifications, schedules method statements and risk assessments.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, site inductions, tool-box talks, statutory regulations and official guidance relating to segregation and recycling or disposal of waste.
2 Know how to comply with relevant legislation and official guidance when demolishing/dismantling roofs and cladding.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when demolishing/dismantling roofs and cladding and describe how and when they are used.
3 Maintain safe working practices when demolishing/dismantling roofs and cladding.	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when demolishing/dismantling roofs and cladding.
	3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to demolishing/dismantling roofs and cladding, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling roofs and cladding in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Continued	3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.4	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 demolish/dismantle roofs and cladding.	4.1	Select resources associated with own work in relation to demolition tools and equipment and waste and/or recycling containers.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – demolition tools and equipment – waste/recycling containers.
	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 method of work.
5 Minimise the risk of damage to the work and surrounding area when demolishing/dismantling roofs and cladding.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with 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, statutory regulations and official guidance relating to segregation and recycling procedures.

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling roofs and cladding in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
6 Complete the work within the allocated time when demolishing/dismantling roofs and cladding.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to demolish/dismantle roofs and cladding, to the required specification.	7.1	Demonstrate the following work skills when demolishing/dismantling roofs and cladding: <ul style="list-style-type: none"> – releasing, handling, lowering, treating, wrapping, segregating and loading.
	7.2	Demolish and/or dismantle roofs and cladding to given working instructions.
	7.3	Remove and segregate glass, metal and plastics for disposal and/or recycling to given working instructions.
	7.4	Remove and segregate one of the following for disposal and/or recycling to given working instructions: <ul style="list-style-type: none"> – asbestos cement products – composite panels.
	7.5	Safely segregate materials.
	7.6	Safely use demolition tools and equipment.
	7.7	Safely store the materials, tools and equipment used when demolishing/dismantling roofs and cladding.
	7.8	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – erect barriers and warning notices – identify and report hazards – demolish/dismantle roofs and cladding – remove and segregate asbestos cement products, glass, metal, plastics and composite panels – recycle or dispose of arisings – use demolition tools and equipment – work at height – use access equipment.
	7.9	Describe the needs of other occupations and how to effectively communicate within a team when demolishing/ dismantling roofs and cladding.
	7.10	Describe how to check and maintain the tools and equipment used when demolishing/dismantling roofs and cladding.

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling roofs and cladding in the workplace
Additional information about this unit	
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> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Demolition (Construction)</u></p> <p>One of the following endorsements required:</p> <p>Asbestos cement products</p> <p>Composite panels</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit credit value	19
Unit guided learning hours	63

Units – Learning Outcomes and Assessment Criteria

Title:	Inspecting and completing user maintenance on plant or machinery in the workplace	
Unit Number:	Y/615/2363	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Identify relevant information relating to the work and resources when inspecting and completing user maintenance on plant or machinery.	1.1	Identify relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information related to the work to be carried out.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	State the organisational procedures developed to report and rectify inappropriate information.
	1.4	List different types of information and their source in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations associated with inspecting and completing user maintenance on plant or machinery.
2 Know how to comply with relevant legislation and official guidance when inspecting and completing user maintenance on plant or machinery.	2.1	Outline their responsibilities regarding potential accidents and health hazards, whilst working: – 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.
	2.2	State the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	State what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when inspecting and completing user maintenance on plant or machinery.	3.1	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 inspecting and completing user maintenance on plant or machinery.
	3.2	Comply with information relating to specific risks to health when inspecting and completing user maintenance on plant or machinery.

Units – Learning Outcomes and Assessment Criteria

Title:	Inspecting and completing user maintenance on plant or machinery in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Continued	3.3	State why and when health and safety control equipment, identified by the principles of protection, should be used, relating to inspecting and completing user maintenance on plant or machinery, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	3.4	State how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.5	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 inspect and complete user maintenance on plant or machinery.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools, equipment and consumables.
	4.2	Outline the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – consumables – coolants, oils, fuels – caps, covers and fastenings – hand tools, portable powered tools and equipment.
	4.3	State how the resources should be used correctly.
	4.4	State how any problems associated with the resources are reported.
	4.5	Outline any potential hazards associated with the resources and methods of work.
	4.6	State how to calculate quantity, length, area and wastage associated with the method/procedure to inspect and complete user maintenance on plant and machinery.

Units – Learning Outcomes and Assessment Criteria

Title:	Inspecting and completing user maintenance on plant or machinery 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 inspecting and completing user maintenance on plant or machinery.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Outline 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	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when inspecting and completing user maintenance on plant or machinery.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme.
	6.3	State why deadlines should be kept in relation to agreed start and finish times.
7 Comply with the given contract information to inspect and complete user maintenance on plant or machinery to the required specification.	7.1	Demonstrate the following work skills when inspecting and completing user maintenance on plant or machinery: – inspecting, replenishing, replacing, applying, adjusting, lubricating, cleaning and securing.
	7.2	Inspect and complete user maintenance on plant or machinery to given working instructions to include four of the following: – cooling systems – oil(s) and lubricants – fuel(s) – running gear, drive mechanisms – electrics, instruments, lights and warning devices.
	7.3	Record information on user maintenance in accordance with given working instructions.
	7.4	Safely use and handle materials, hand tools, portable power tools and ancillary equipment.
	7.5	Safely store the materials, tools and equipment used when inspecting and completing user maintenance on plant or machinery.

Units – Learning Outcomes and Assessment Criteria

Title:	Inspecting and completing user maintenance on plant or machinery in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
7 Continued	7.6	Outline how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – identify user maintenance criteria – inspect plant and machinery – identify high temperature and high pressure components and systems – measure and replenish fluids, coolants, oils and fuels – remove and replace caps and covers – undo, remove and replace nuts, bolts, pins, clips and specialist fastenings – deflate and inflate tyres – adjust running gear, wheel phasing, track, belt and chain – check operation of electrics, instruments, lights and warning devices – apply lubricants, greases, oils and compounds by grease gun, cartridge, can, spray and brush – use hand tools, portable power tools and equipment – work at height – use access equipment – complete and maintain records.
	7.7	State the needs of other occupations and how to effectively communicate within a team when inspecting and completing user maintenance on plant or machinery.
	7.8	Outline how to maintain the tools and equipment used when inspecting and completing user maintenance on plant or machinery.

Units – Learning Outcomes and Assessment Criteria

Title:	Inspecting and completing user maintenance on plant or machinery in the workplace
Additional information about this unit	
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> <p>This unit must be assessed against the endorsement detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Demolition (Construction)</u></p> <p>Four of the following endorsements required:</p> <p>Cooling systems Oils and lubricants Fuels Running gear, drive mechanisms Electrics, instruments, lights, warning devices</p>
Sector subject area	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	8
Unit guided learning hours	45

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition plant or machinery to demolish structures above 30 metres in the workplace	
Unit Number:	D/615/2364	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the use of demolition plant or machinery when demolishing structures.	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	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing the operation of plant or machinery.
2 Organise with others the sequence and operation in which demolition operations using demolition 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	State how to organise resources prior to and during demolition operations.
3 Know how to comply with relevant legislation and official guidance to carry out demolition operations using demolition plant or machinery.	3.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition plant or machinery to demolish structures above 30 metres in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe working practices when carrying out demolishing operations using demolition plant or machinery.	4.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when demolishing structures above 30 metres using demolition plant or machinery.
	4.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to demolishing structures above 30 metres using demolition plant or machinery, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	4.4	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.
5 Request and select the required quantity and quality of resources to carry out demolishing operations using demolition plant or machinery.	5.1	Request and select resources associated with own work in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – consumables, lubricants, fuels – spill kits – demolition plant, machinery or attachments – hand tools, ancillary equipment and/or accessories.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and method of work.
	5.6	Describe how to estimate weight, quantity, length and area associated with the method/procedure to operate plant or machinery to demolish structures and segregate, stockpile, remove and load materials.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition plant or machinery to demolish structures above 30 metres in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
6 Minimise the risk of damage to the work and surrounding area when demolishing structures using demolition 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	Minimise damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with 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 demolishing structures using demolition plant or machinery.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
8 Comply with the given contract information to demolish structures above 30 metres in height using demolition plant or machinery to the required specification.	8.1	Demonstrate the following work skills when demolishing structures above 30 metres using demolition plant or machinery: <ul style="list-style-type: none"> – adjusting, checking, communicating, manoeuvring, positioning, demolishing, segregating, stockpiling, removing and loading.
	8.2	Operate demolition plant or machinery to demolish structures above 30 metres to given working instructions.
	8.3	Segregate, stockpile, remove and load materials to given working instructions.
	8.4	Safely use plant or machinery, hand tools, ancillary equipment and/or accessories.
	8.5	Shut down and secure the plant or machinery to given instructions.
	8.6	Safely store the materials, plant or machinery, tools and equipment used when demolishing structures above 30 metres using demolition plant or machinery.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition plant or machinery to demolish structures above 30 metres in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Continued	8.7	Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – identify the characteristics of the plant and machinery appropriate to the demolition and segregation operation – carry out performance checks for the demolition and segregation operation – identify the area to be demolished – carry out pre-operational checks for obstructions, safety and security of the work and surrounding area – check ground conditions to ensure the stability of plant or machinery during demolition activities – avoid damage to surrounding structures and utilities – demolish structures – segregate and safely remove materials into stockpiles and/or containers.
	8.8	Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – shut down and secure plant or machinery – fit and remove attachments using direct and quick-hitch type couplers – use hand tools, ancillary equipment and accessories.
	8.9	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and carrying out demolishing operations.
	8.10	Describe how to maintain the plant or machinery, tools and equipment used when demolishing structures above 30 metres using demolition plant or machinery.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition plant or machinery to demolish structures above 30 metres in the workplace
Additional information about this unit	
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	70
Unit guided learning hours	233

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition plant or machinery to demolish structures up to 30 metres in the workplace	
Unit Number:	H/615/2365	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the use of demolition plant or machinery when demolishing structures.	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	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing the operation of plant or machinery.
2 Organise with others the sequence and operation in which demolition operations using demolition 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	State how to organise resources prior to and during demolition operations.
3 Know how to comply with relevant legislation and official guidance to carry out demolition operations using demolition plant or machinery.	3.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition plant or machinery to demolish structures up to 30 metres in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe working practices when carrying out demolishing operations using demolition plant or machinery.	4.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when demolishing structures up to 30 metres using demolition plant or machinery.
	4.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to demolishing structures up to 30 metres using demolition plant or machinery, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	4.4	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.
5 Request and select the required quantity and quality of resources to carry out demolishing operations using demolition plant or machinery.	5.1	Request and select resources associated with own work in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment.
	5.2	Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – consumables, lubricants, fuels – spill kits – demolition plant, machinery or attachments – hand tools, ancillary equipment and/or accessories.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and method of work.
	5.6	Describe how to estimate weight, quantity, length and area associated with the method/procedure to operate plant or machinery to demolish structures and segregate, stockpile, remove and load materials.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition plant or machinery to demolish structures up to 30 metres in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
6 Minimise the risk of damage to the work and surrounding area when demolishing structures using demolition 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	Minimise damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with 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 demolishing structures using demolition plant or machinery.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
8 Comply with the given contract information to demolish structures up to 30 metres in height using demolition plant or machinery to the required specification.	8.1	Demonstrate the following work skills when demolishing structures up to 30 metres using demolition plant or machinery: <ul style="list-style-type: none"> – adjusting, checking, communicating, manoeuvring, positioning, demolishing, segregating, stockpiling, removing and loading.
	8.2	Operate demolition plant or machinery to demolish structures up to 30 metres to given working instructions.
	8.3	Segregate, stockpile, remove and load materials to given working instructions.
	8.4	Safely use plant or machinery, hand tools, ancillary equipment and/or accessories.
	8.5	Shut down and secure the plant or machinery to given instructions.
	8.6	Safely store the materials, plant or machinery, tools and equipment used when demolishing structures up to 30 metres using demolition plant or machinery.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition plant or machinery to demolish structures up to 30 metres in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Continued	8.7	Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – identify the characteristics of the plant and machinery appropriate to the demolition and segregation operation – carry out performance checks for the demolition and segregation operation – identify the area to be demolished – carry out pre-operational checks for obstructions, safety and security of the work and surrounding area – check ground conditions to ensure the stability of plant or machinery during demolition activities – avoid damage to surrounding structures and utilities – demolish structures – segregate and safely remove materials into stockpiles and/or containers.
	8.8	Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – shut down and secure plant or machinery – fit and remove attachments using direct and quick-hitch type couplers – use hand tools, ancillary equipment and accessories.
	8.9	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and carrying out demolishing operations.
	8.10	Describe how to maintain the plant or machinery, tools and equipment used when demolishing structures up to 30 metres using demolition plant or machinery.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition plant or machinery to demolish structures up to 30 metres in the workplace
Additional information about this unit	
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	55
Unit guided learning hours	183

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition plant or machinery to demolish structures up to 15 metres in the workplace	
Unit Number:	K/615/2366	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the use of demolition plant or machinery when demolishing structures.	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	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing the operation of plant or machinery.
2 Organise with others the sequence and operation in which demolition operations using demolition 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	State how to organise resources prior to and during demolition operations.
3 Know how to comply with relevant legislation and official guidance to carry out demolition operations using demolition plant or machinery.	3.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition plant or machinery to demolish structures up to 15 metres in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Maintain safe working practices when carrying out demolishing operations using demolition plant or machinery.	4.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when demolishing structures up to 15 metres using demolition plant or machinery.
	4.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to demolishing structures up to 15 metres using demolition plant or machinery, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	4.4	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.
5 Request and select the required quantity and quality of resources to carry out demolishing operations using demolition plant or machinery.	5.1	Request and select resources associated with own work in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – consumables, lubricants, fuels – spill kits – demolition plant, machinery or attachments – hand tools, ancillary equipment and/or accessories.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and method of work.
	5.6	Describe how to estimate weight, quantity, length and area associated with the method/procedure to operate plant or machinery to demolish structures and segregate, stockpile, remove and load materials.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition plant or machinery to demolish structures up to 15 metres in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
6 Minimise the risk of damage to the work and surrounding area when demolishing structures using demolition 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	Minimise damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with 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 demolishing structures using demolition plant or machinery.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
8 Comply with the given contract information to demolish structures up to 15 metres in height using demolition plant or machinery to the required specification.	8.1	Demonstrate the following work skills when demolishing structures up to 15 metres using demolition plant or machinery: <ul style="list-style-type: none"> – adjusting, checking, communicating, manoeuvring, positioning, demolishing, segregating, stockpiling, removing and loading.
	8.2	Operate demolition plant or machinery to demolish structures up to 15 metres to given working instructions.
	8.3	Segregate, stockpile, remove and load materials to given working instructions.
	8.4	Safely use plant or machinery, hand tools, ancillary equipment and/or accessories.
	8.5	Shut down and secure the plant or machinery to given instructions.
	8.6	Safely store the materials, plant or machinery, tools and equipment used when demolishing structures up to 15 metres using demolition plant or machinery.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition plant or machinery to demolish structures up to 15 metres in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Continued	8.7	Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – identify the characteristics of the plant and machinery appropriate to the demolition and segregation operation – carry out performance checks for the demolition and segregation operation – identify the area to be demolished – carry out pre-operational checks for obstructions, safety and security of the work and surrounding area – check ground conditions to ensure the stability of plant or machinery during demolition activities – avoid damage to surrounding structures and utilities – demolish structures – segregate and safely remove materials into stockpiles and/or containers.
	8.8	Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – shut down and secure plant or machinery – fit and remove attachments using direct and quick-hitch type couplers – use hand tools, ancillary equipment and accessories.
	8.9	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and carrying out demolishing operations.
	8.10	Describe how to maintain the plant or machinery, tools and equipment used when demolishing structures up to 15 metres using demolition plant or machinery.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition plant or machinery to demolish structures up to 15 metres in the workplace
Additional information about this unit	
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	45
Unit guided learning hours	150

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition-adapted crawler cranes (demolition plant) to demolish structures in the workplace	
Unit Number:	M/615/2367	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the use of demolition crawler cranes when demolishing structures.	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	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing the operation of plant or machinery.
2 Organise with others the sequence and operation in which demolition operations using demolition crawler 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	State how to organise resources prior to and during demolition operations.
3 Know how to comply with relevant legislation and official guidance to carry out demolition operations using demolition crawler cranes.	3.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition-adapted crawler cranes (demolition plant) to demolish structures in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe working practices when carrying out demolishing operations using demolition crawler cranes.	4.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when demolishing structures using demolition crawler cranes.
	4.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to demolishing structures using demolition crawler cranes, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	4.4	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.
5 Request and select the required quantity and quality of resources to carry out demolishing operations using demolition crawler cranes.	5.1	Request and select resources associated with own work in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – consumables, lubricants, fuels – spill kits – demolition plant, machinery or attachments – hand tools, ancillary equipment and/or accessories.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and method of work.
	5.6	Describe how to estimate weight, quantity, length and area associated with the method/procedure to operate plant or machinery to demolish structures and segregate, stockpile, remove and load materials.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition-adapted crawler cranes (demolition plant) to demolish structures in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
6 Minimise the risk of damage to the work and surrounding area when demolishing structures using demolition crawler cranes.	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 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 demolishing structures using demolition crawler cranes.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
8 Comply with the given contract information to demolish structures using demolition crawler cranes to the required specification.	8.1	Demonstrate the following work skills when demolishing structures using demolition crawler cranes: <ul style="list-style-type: none"> – adjusting, checking, communicating, manoeuvring, positioning, demolishing, segregating, stockpiling, removing and loading.
	8.2	Operate demolition-adapted crawler crane to demolish structures to given working instructions.
	8.3	Segregate, stockpile, remove and load materials in the workplace to given working instructions.
	8.4	Safely use plant or machinery, hand tools, ancillary equipment and/or accessories.
	8.5	Shut down and secure the plant or machinery to given instructions.
	8.6	Safely store the materials, plant or machinery, tools and equipment used when demolishing structures using demolition crawler cranes.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition-adapted crawler cranes (demolition plant) to demolish structures in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Continued	8.7	Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – identify the characteristics of the plant and machinery appropriate to the demolition and segregation operation – carry out performance checks for the demolition and segregation operation – identify the area to be demolished – carry out pre-operational checks for obstructions, safety and security of the work and surrounding area – check ground conditions to ensure the stability of plant or machinery during demolition activities – avoid damage to surrounding structures and utilities – demolish structures – segregate and safely remove materials into stockpiles and/or containers.
	8.8	Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – shut down and secure plant or machinery – fit and remove attachments using direct and quick-hitch type couplers – use hand tools, ancillary equipment and accessories.
	8.9	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and carrying out demolishing operations.
	8.10	Describe how to maintain the plant or machinery, tools and equipment used when demolishing structures using demolition crawler cranes.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition-adapted crawler cranes (demolition plant) to demolish structures in the workplace
Additional information about this unit	
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	55
Unit guided learning hours	183

Units – Learning Outcomes and Assessment Criteria

Title:	Operating remote and/or pedestrian-operated demolition plant to demolish structures in the workplace	
Unit Number:	T/615/2368	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the use of remotes and/or pedestrian-operated demolition plant when demolishing structures.	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	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, regulations governing the operation of plant or machinery.
2 Organise with others the sequence and operation in which demolition operations using remote and/or pedestrian operated demolition 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	State how to organise resources prior to and during demolition operations.
3 Know how to comply with relevant legislation and official guidance to carry out demolition operations using remote and/or pedestrian-operated demolition plant.	3.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating remote and/or pedestrian-operated demolition plant to demolish structures in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Maintain safe working practices when carrying out demolishing operations using remote and/or pedestrian-operated demolition plant.	4.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when demolishing structures using remote and/or pedestrian-operated demolition plant.	
	4.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to demolishing structures using remote and/or pedestrian-operated demolition plant, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 	
	4.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.	
	4.4 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.	
5 Request and select the required quantity and quality of resources to carry out demolishing operations using remote and/or pedestrian-operated demolition plant.	5.1 Request and select resources associated with own work in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment.	
	5.2 Describe the characteristics, quality, uses, limitations and defects, and how they should be used correctly, associated with the resources relating to: <ul style="list-style-type: none"> – consumables, lubricants, fuels – spill kits – demolition plant, machinery or attachments – hand tools, ancillary equipment and/or accessories. 	
	5.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.	
	5.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.	
	5.5 Describe any potential hazards associated with the resources and method of work.	
	5.6 Describe how to estimate weight, quantity, length and area associated with the method/procedure to operate plant or machinery to demolish structures and segregate, stockpile, remove and load materials.	

Units – Learning Outcomes and Assessment Criteria

Title:	Operating remote and/or pedestrian-operated demolition plant to demolish structures in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
6 Minimise the risk of damage to the work and surrounding area when demolishing structures using remote and/or pedestrian-operated demolition plant.	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 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 demolishing structures using remote and/or pedestrian-operated demolition plant.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
8 Comply with the given contract information to demolish structures using remote and/or pedestrian-operated demolition plant to the required specification.	8.1	Demonstrate the following work skills when demolishing structures using remote and/or pedestrian-operated demolition plant: <ul style="list-style-type: none"> – adjusting, checking, communicating, manoeuvring, positioning, demolishing, segregating, stockpiling, removing and loading.
	8.2	Operate remote and/or pedestrian-operated demolition plant to demolish structures to given working instructions.
	8.3	Segregate, stockpile, remove and load materials to given working instructions.
	8.4	Safely use plant or machinery, hand tools, ancillary equipment and/or accessories.
	8.5	Shut down and secure the plant or machinery to given instructions.
	8.6	Safely store the materials, plant or machinery, tools and equipment used when demolishing structures using remote and/or pedestrian-operated demolition plant.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating remote and/or pedestrian-operated demolition plant to demolish structures in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Continued	8.7	Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – identify the characteristics of the plant and machinery appropriate to the demolition and segregation operation – carry out performance checks for the demolition and segregation operation – identify the area to be demolished – carry out pre-operational checks for obstructions, safety and security of the work and surrounding area – check ground conditions to ensure the stability of plant or machinery during demolition activities – avoid damage to surrounding structures and utilities – demolish structures – segregate and safely remove materials into stockpiles and/or containers.
	8.8	Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – shut down and secure plant or machinery – fit and remove attachments using direct and quick-hitch type couplers – use hand tools, ancillary equipment and accessories.
	8.9	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and carrying out demolishing operations.
	8.10	Describe how to maintain the plant or machinery, tools and equipment used when demolishing structures using remote and/or pedestrian-operated demolition plant.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating remote and/or pedestrian-operated demolition plant to demolish structures in the workplace
Additional information about this unit	
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	38
Unit guided learning hours	150

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition skid steer (demolition plant) to demolish structures in the workplace	
Unit Number:	A/615/2369	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the use of demolition skid steer when demolishing structures.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing the operation of plant or machinery.
2 Organise with others the sequence and operation in which demolition operations using demolition skid steer 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 demolition operations.
3 Know how to comply with relevant legislation and official guidance to carry out demolition operations using demolition skid steer.	3.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition skid steer (demolition plant) to demolish structures in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe working practices when carrying out demolishing operations using demolition skid steer.	4.1	Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when demolishing structures using demolition skid steer.
	4.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to demolishing structures using demolition skid steer, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	4.4	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.
5 Request and select the required quantity and quality of resources to carry out demolishing operations using demolition skid steer.	5.1	Request and select resources associated with own work in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – consumables, lubricants, fuels – spill kits – demolition plant, machinery or attachments – hand tools, ancillary equipment and/or accessories.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and method of work.
	5.6	Describe how to estimate weight, quantity, length and area associated with the method/procedure to operate plant or machinery to demolish structures and segregate, stockpile, remove and load materials.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition skid steer (demolition plant) to demolish structures in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
6 Minimise the risk of damage to the work and surrounding area when demolishing structures using demolition skid steer.	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 demolishing structures using demolition skid steer.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
8 Comply with the given contract information to demolish structures using demolition skid steer to the required specification.	8.1	Demonstrate the following work skills when demolishing structures using demolition skid steer: <ul style="list-style-type: none"> – adjusting, checking, communicating, manoeuvring, positioning, demolishing, segregating, stockpiling, removing and loading.
	8.2	Operate demolition skid steer to demolish structures to given working instructions.
	8.3	Segregate, stockpile, remove and load materials in the workplace to given working instructions.
	8.4	Shut down and secure the plant or machinery to given instructions.
	8.5	Safely use plant or machinery, hand tools, ancillary equipment and/or accessories
	8.6	Safely store the materials, plant or machinery, tools and equipment used when demolishing structures using demolition skid steer.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition skid steer (demolition plant) to demolish structures in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Continued	8.7	Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – identify the characteristics of the plant and machinery appropriate to the demolition and segregation operation – carry out performance checks for the demolition and segregation operation – identify the area to be demolished – carry out pre-operational checks for obstructions, safety and security of the work and surrounding area – check ground conditions to ensure the stability of plant or machinery during demolition activities – avoid damage to surrounding structures and utilities – demolish structures – segregate and safely remove materials into stockpiles and/or containers.
	8.8	Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – shut down and secure plant or machinery – fit and remove attachments using direct and quick-hitch type couplers – use hand tools, ancillary equipment and accessories.
	8.9	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and carrying out demolishing operations.
	8.10	Describe how to maintain the plant or machinery, tools and equipment used when demolishing structures using demolition skid steer.

Units – Learning Outcomes and Assessment Criteria

Title:	Operating demolition skid steer (demolition plant) to demolish structures in the workplace
Additional information about this unit	
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	32
Unit guided learning hours	107

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating 180 degree excavators to extract and excavate ground and loose materials in the workplace	
Unit Number:	M/508/6571	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of 180 degree excavators for extracting and excavating operations.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of 180 degree excavators for extraction and excavation work.
2 Organise with others the sequence and operation in which extracting and excavating operations using 180 degree excavators are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during extracting and excavating operations using 180 degree excavators.
3 Know how to comply with relevant legislation and official guidance when carrying out extracting and excavating operations using 180 degree excavators.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating 180 degree excavators to extract and excavate ground and 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 and excavating operations using 180 degree excavators.</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 and excavating operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out extracting and excavating operations using 180 degree excavators in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to 180 degree excavator use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out extracting and excavating operations using 180 degree excavators.</p>	5.1	Request and select resources associated with 180 degree excavators in relation to consumables, materials, attachments, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and extraction/excavation aids – hand tools, ancillary equipment and accessories.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating 180 degree excavators to extract and excavate ground and 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 and excavating operations using 180 degree excavators.
6 Minimise the risk of damage to the work and surrounding area when preparing to and extracting 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 extracting and excavating materials.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating 180 degree excavators to extract and excavate ground and 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 180 degree excavators to the required specification.	8.1	Demonstrate the following work skills when preparing for and extracting and excavating loose materials and ground using 180 degree excavators: <ul style="list-style-type: none"> – checking, adjusting, communicating, manoeuvring, positioning, extracting, excavating, forming, removing and loading.
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, position, set up and operate 180 degree excavators to given working instructions <ul style="list-style-type: none"> – extract loose materials and/or different types of ground – load and/or stockpile loose materials and ground – excavate different types of ground.
	8.4	Shut down and secure 180 degree excavators.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – identify the characteristics of the 180 degree excavator used for the extraction and excavation operation – carry out function checks for the extraction and excavation operation – prepare, set up and adjust for operational requirements – identify the area to be extracted/excavated – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area – identify geological, environmental and material changes and report – check to avoid damage to structures and utilities service apparatus
	8.6	<ul style="list-style-type: none"> – recognise and determine when specific skills and knowledge are required and report accordingly – extract, excavate, remove and load materials safely and securely – form stockpiles – be on the public highway – shut down and secure 180 degree excavator – use hand tools, ancillary equipment and accessories.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating 180 degree excavators to extract and excavate ground and loose materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <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 extracting and excavating operations.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to extract and excavate materials.

Title:	Preparing and operating 180 degree excavators to extract and excavate ground and loose materials in the workplace	
Additional information about this unit		
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 Diploma in Construction (Construction:</u></p> <p>One of the following endorsements is required:</p> <p>Excavator 180 degree wheeled below 5 tonne Excavator 180 degree wheeled above 5 tonne</p>	
Sector subject areas	5.2 Building and Construction	
Availability for use	Shared unit	
Unit Credit value	80	
Unit guided learning hours	266	

Units – Learning Outcomes and Assessment Criteria

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

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"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to wheeled loading shovel use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	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"> – consumables, lubricants and fuels – attachments and extraction aids – hand tools, ancillary equipment and accessories.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating wheeled loading shovels to extract loose materials in the workplace
Additional information about this unit	
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

Title:	Preparing and operating tracked loading shovels to extract ground and loose materials in the workplace	
Unit Number:	T/508/6572	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of tracked loading shovels for extracting operations.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of tracked loading shovels for extraction work.
2 Organise with others the sequence and operation in which extracting operations using tracked 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 tracked loading shovels.
3 Know how to comply with relevant legislation and official guidance when carrying out extracting operations using tracked loading shovels.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating tracked loading shovels to extract ground and loose materials in the workplace	
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 tracked 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 tracked loading shovels in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to tracked loading shovel use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	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 tracked loading shovels.</p>	5.1	Request and select resources associated with tracked loading shovels in relation to consumables, materials, attachments, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and extraction aids – hand tools, ancillary equipment and accessories.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating tracked loading shovels to extract ground and loose materials in the workplace
Additional information about this unit	
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	80
Unit guided learning hours	266

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating skid steer loaders to extract loose materials in the workplace	
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"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to skid steer loader use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
<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"> – consumables, lubricants and fuels – attachments and extraction aids – hand tools, ancillary equipment and accessories.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating skid steer loaders to extract loose materials in the workplace	
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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Units – Learning Outcomes and Assessment Criteria

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

Title:	Preparing and operating skid steer loaders to extract loose materials in the workplace
Additional information about this unit	
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

Title:	Preparing and operating 360 degree excavators to extract ground, face and/or loose materials in the workplace
Unit Number:	J/508/6575
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of 360 degree excavators for extracting operations.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of 360 degree excavators for extraction work.
2 Organise with others the sequence and operation in which extracting operations using 360 degree excavators are to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during extracting operations using 360 degree excavators.
3 Know how to comply with relevant legislation and official guidance when carrying out extracting operations using 360 degree excavators.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating 360 degree excavators to extract ground, face and/or 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 360 degree excavators.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during extracting operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out extracting operations using 360 degree excavators in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to 360 degree excavators use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	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 360 degree excavators.	5.1	Request and select resources associated with 360 degree excavators in relation to consumables, materials, attachments, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and extraction aids – hand tools, ancillary equipment and accessories.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating 360 degree excavators to extract ground, face and/or 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 360 degree excavators.
6 Minimise the risk of damage to the work and surrounding area when preparing to and extracting materials.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and extracting materials.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating 360 degree excavators to extract ground, face and/or loose 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 extract materials using 360 degree excavators to the required specification.	8.1	Demonstrate the following work skills when preparing for and extracting ground and/or loose materials using 360 degree excavators: <ul style="list-style-type: none"> – checking, adjusting, communicating, manoeuvring, positioning, extracting, forming, removing and loading.
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, position, set up and operate 360 degree excavators to given working instructions <ul style="list-style-type: none"> – extract from a face, loose materials and/or ground – load and/or stockpile extracted loose materials.
	8.4	Shut down and secure 360 degree excavators.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – identify the characteristics of the 360 degree excavator used for the extraction operation – carry out function checks for the extraction operation – prepare, set up and adjust for operational requirements – identify the area to be extracted – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area – identify geological, environmental and material changes and report – check to avoid damage to structures and utilities service apparatus
	8.6	<ul style="list-style-type: none"> – recognise and determine when specific skills and knowledge are required and report accordingly – extract, remove and load materials and commodities safely and securely – form stockpiles – be on the public highway – shut down and secure the 360 degree excavator – use hand tools, ancillary equipment and accessories.
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out extracting operations.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to extract materials.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating 360 degree excavators to extract ground, face and/or loose materials in the workplace
Additional information about this unit	
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 Diploma in Demolition (Construction):</u></p> <p>One of the following endorsements required:</p> <p>Excavator 360 degree below 10 tonne tracked Excavator 360 degree below 10 tonne wheeled Excavator 360 degree above 10 tonne tracked Excavator 360 degree above 10 tonne wheeled</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit Credit value	80
Unit guided learning hours	266

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating 360 degree excavators to remove and process loose waste-type materials in the workplace	
Unit Number:	M/615/2370	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of 360 degree excavators to carry out waste-type material processing operations.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of 360 degree excavators for material removal and processing operations.
2 Organise with others the sequence and operation in which material processing operations using 360 degree excavators are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during material processing operations using 360 degree excavators.
3 Know how to comply with relevant legislation and official guidance to carry out material processing operations using 360 degree excavators.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating 360 degree excavators to remove and process loose waste-type 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 material processing operations using 360 degree excavators.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during waste-type material processing operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out material processing operations using 360 degree excavators in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to 360 degree excavator use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out material processing operations using 360 degree excavators.	5.1	Request and select resources associated with 360 degree excavators in relation to consumables, materials, attachments, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and material processing aids – hand tools, ancillary equipment and/or accessories.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating 360 degree excavators to remove and process loose waste-type 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 waste-type material processing operations using 360 degree excavators.
6 Minimise the risk of damage to the work and surrounding area when preparing to and processing materials using 360 degree excavators.	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 removing and processing materials using 360 degree excavators.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating 360 degree excavators to remove and process loose waste-type 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 remove and process loose waste-type materials using 360 degree excavators to the required specification.	8.1	Demonstrate the following work skills when preparing for and removing and processing loose waste-type materials using 360 degree excavators: <ul style="list-style-type: none"> – fitting, attaching, setting up, securing, checking, adjusting, removing, communicating, manoeuvring, positioning, sorting, grading, stockpiling and loading.
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, position, set up and operate 360 degree excavators to given working instructions <ul style="list-style-type: none"> – remove and process loose, waste-type materials – load and/or stockpile materials.
	8.4	Shut down and secure 360 degree excavators.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – identify the characteristics of the 360 degree excavators used for the removing and processing operation – carry out function checks for the removing and processing operation – prepare, set up and adjust for operational requirements – identify the area for work activities – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area – identify geological, environmental and material changes and report
	8.6	<ul style="list-style-type: none"> – check to avoid damage to structures and utilities service apparatus – recognise and determine when specific skills and knowledge are required and report accordingly – remove, sort and load loose materials safely and securely – form stockpiles – be on the public highway – shut down and secure 360 degree excavators – use hand tools, ancillary equipment and accessories.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating 360 degree excavators to remove and process loose waste-type materials in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <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 material processing operations.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to process waste-type materials.

Title:	Preparing and operating 360 degree excavators to remove and process loose waste-type materials in the workplace	
Additional information about this unit		
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	40	
Unit guided learning hours	130	

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling timber-framed structures in the workplace	
Unit Number:	T/615/2371	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when demolishing/dismantling timber-framed structures.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements and risk assessments.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, site inductions, tool-box talks, statutory regulations and official guidance relating to segregation and recycling or disposal of waste.
2 Know how to comply with relevant legislation and official guidance when demolishing/dismantling timber-framed structures.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when demolishing/dismantling timber-framed structures and describe how and when they are used.
3 Maintain safe working practices when demolishing/dismantling timber-framed structures.	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when demolishing/dismantling timber-framed structures.
	3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to demolishing/dismantling timber-framed structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling timber-framed structures in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Continued	3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.4	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 demolish/dismantle timber-framed structures.	4.1	Select resources associated with own work in relation to demolition tools and equipment and waste and/or recycling containers.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – demolition tools and equipment – waste/recycling containers.
	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 method of work.
5 Minimise the risk of damage to the work and surrounding area when demolishing/dismantling timber-framed structures.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with 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, statutory regulations and official guidance relating to segregation and recycling procedures.

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling timber-framed structures in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
6 Complete the work within the allocated time when demolishing/dismantling timber-framed structures.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to demolish/dismantle timber-framed structures to the required specification.	7.1	Demonstrate the following work skills when demolishing/ dismantling timber-framed structures: <ul style="list-style-type: none"> – releasing, handling, lowering, segregating and loading.
	7.2	Demolish and/or dismantle and segregate the following to given working instructions: <ul style="list-style-type: none"> – timber-framed structures – roof components.
	7.3	Safely segregate materials.
	7.4	Safely use demolition tools and equipment.
	7.5	Safely store the materials, tools and equipment used when demolishing/dismantling timber-framed structures.
	7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – erect barriers and warning notices – identify and report hazards – demolish and/or dismantle: timber-framed structures and roof components – segregate components for recycling or disposal – use demolition tools and equipment – work at height – use access equipment.
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when demolishing/ dismantling timber-framed structures.
	7.8	Describe how to check and maintain the tools and equipment used to demolish/dismantle timber-framed structures.

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling timber-framed structures in the workplace
Additional information about this unit	
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
Unit credit value	12
Unit guided learning hours	40

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling steel-framed structures in the workplace	
Unit Number:	A/615/2372	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when demolishing/dismantling steel-framed structures.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements and risk assessments.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, site inductions, tool-box talks, statutory regulations and official guidance relating to segregation and recycling or disposal of waste.
2 Know how to comply with relevant legislation and official guidance when demolishing/dismantling steel-framed structures.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when demolishing/dismantling steel-framed structures and describe how and when they are used.
3 Maintain safe working practices when demolishing/dismantling steel-framed structures.	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when demolishing/dismantling steel-framed structures.
	3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to demolishing/dismantling steel-framed structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling steel-framed structures in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Continued	3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.4	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 demolish/dismantle steel-framed structures.	4.1	Select resources associated with own work in relation to demolition tools and equipment and waste and/or recycling containers.
	4.2	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – demolition tools and equipment – hot cutting equipment – waste/recycling containers.
	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 method of work.
5 Minimise the risk of damage to the work and surrounding area when demolishing/dismantling steel-framed structures.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with 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, statutory regulations and official guidance relating to segregation and recycling procedures.

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling steel-framed structures in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
6 Complete the work within the allocated time when demolishing/dismantling steel-framed structures.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to demolish/dismantle steel-framed structures, to the required specification.	7.1	Demonstrate the following work skills when demolishing/ dismantling steel-framed structures: <ul style="list-style-type: none"> – releasing, cutting, hot cutting, separating and segregating.
	7.2	Demolish and/or dismantle and segregate steel-framed structures and components to given working instructions.
	7.3	Safely segregate materials.
	7.4	Safely use demolition tools and equipment and hot cutting equipment.
	7.5	Safely store the materials, tools and equipment used when demolishing/dismantling steel-framed structures.
	7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – erect barriers and warning notices – identify and report hazards – use hot cutting equipment to form drop cuts, sit cuts, holding cuts and hinge cuts – demolish/dismantle steel-framed structures and components – segregate steel-framed structure components and/or arisings for recycling or disposal – use demolition tools, equipment and hot cutting equipment – work at height – use access equipment.
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when demolishing/ dismantling steel-framed structures.
	7.8	Describe how to check and maintain the tools and equipment used to demolish/dismantle steel-framed structures.

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling steel-framed structures in the workplace
Additional information about this unit	
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	16
Unit guided learning hours	53

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and dismantling access/working platforms in the workplace	
Unit Number:	A/615/1609	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when erecting and dismantling access/working platforms.	1.1	Interpret and extract information from specifications, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State 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"> – specifications, current legislation, method statements, risk assessments and manufacturers' information.
2 Know how to comply with relevant legislation and official guidance when erecting and dismantling access/working platforms.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, at height, in confined areas, with tools and equipment, with movement/storage of materials and by manual handling.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	State what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe working practices when erecting and dismantling access/working platforms.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling access/working platforms.
	3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling access/working platforms, and the types, purpose and limitations of each type.
	3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and dismantling access/working platforms in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – ladders/crawler boards – stepladders/platform steps – trestles – proprietary staging/podiums – proprietary towers – mobile scaffold towers – protection equipment and notices – tools and ancillary equipment.
	4.2	Select resources associated with own work in relation to materials, components, tools and equipment.
	4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
	4.4	Outline potential hazards associated with the resources and method of work.
	4.5	Describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms.
5 Minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms.	5.1	Protect the work and its surrounding area from damage.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.4	Dispose of waste in accordance with legislation.
	5.5	State why the disposal of waste should be carried out in relation to the work.
6 Complete the work within the allocated time when erecting and dismantling access/working platforms.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> – organisational procedures for reporting circumstances which will affect the work programme.

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and dismantling access/working platforms 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 erect and dismantle access/working platforms to the required specification.	7.1	Demonstrate the following work skills when erecting and dismantling access/working platforms: <ul style="list-style-type: none"> – moving, positioning/erecting, securing, checking, dismantling and removing.
	7.2	Erect, dismantle and store two of the following access equipment to given access regulations: <ul style="list-style-type: none"> – ladders/crawler boards – stepladders/platform steps – proprietary towers – trestle platforms – mobile scaffold towers – proprietary staging/podiums.
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – provide protection to the work area – establish a base for equipment – erect proprietary access equipment to manufacturer’s instructions suitable for the work – erect non-proprietary access equipment suitable for the work – place protective screens and notices – check/monitor equipment during the period of use – dismantle and store access equipment – use tools and equipment – work at height.
	7.4	Safely use and store materials, hand tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms.
	7.6	Describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms.

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and dismantling access/working platforms in the workplace
Additional information about this unit	
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> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Demolition (Construction):</u></p> <p>The following endorsement required (i.e. own area of work):</p> <p>Demolition</p> <p>Plus two or more of the following endorsements required:</p> <p>Ladders/crawler boards Step ladders/platform steps Proprietary towers Trestle platforms Mobile scaffold towers Proprietary staging/podiums</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Credit value	8
Unit guided learning hours	27

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating powered units, tools or pedestrian plant, machinery or equipment in the workplace	
Unit Number:	A/508/6587	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of powered units, tools or pedestrian plant, machinery or equipment.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, operating instructions and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, legislation, Codes of Practice, manufacturers' information and operating instructions.
2 Know how to comply with relevant legislation and official guidance to prepare and use powered units, tools or pedestrian plant, machinery or equipment.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating powered units, tools or pedestrian plant, machinery or equipment 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 preparing for and using powered units, tools or pedestrian plant, machinery or equipment.	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 when using powered units, tools or pedestrian plant, machinery or equipment
	3.2	Demonstrate compliance with given information and relevant legislation when using powered units, tools or pedestrian plant, machinery or equipment in relation to two or more of the following: <ul style="list-style-type: none"> – safe use of access equipment – safe handling of materials – safe use and storage of materials, tools and equipment – specific risks to health.
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to powered units, tools or pedestrian plant, machinery or equipment use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	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 sustain powered units, tools or pedestrian plant, machinery or equipment.	4.1	Select resources associated with the type of work in relation to fuel/power source, lubricants and consumables.
	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"> – power source/fuels – consumables, lubricants.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating powered units, tools or pedestrian plant, machinery or equipment in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Continued	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
	4.6	Describe how to identify quantity, length, area and wastage associated with the method/procedures to operate powered units, tools or pedestrian plant, machinery or equipment.
5 Minimise the risk of damage to the work and surrounding area when preparing to and using powered units, tools or pedestrian plant, machinery or equipment.	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 using powered units, tools or pedestrian plant, machinery or equipment.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating powered units, tools or pedestrian plant, machinery or equipment 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 operate powered units, tools or pedestrian plant, machinery or equipment to the required specification.	7.1	Demonstrate the following work skills when using powered units, tools or pedestrian plant, machinery or equipment: <ul style="list-style-type: none"> – starting, stopping, replenishing, controlling and cleaning.
	7.2	Use and maintain powered units, tools and ancillary equipment.
	7.3	Operate and monitor powered units and tools or pedestrian plant, machinery or associated equipment to given working instructions relating to: <ul style="list-style-type: none"> – continual running – closing down – cleaning.
	7.4	Return powered unit, tools or pedestrian plant, machinery or equipment to a safe operational condition on completion of work.
	7.5	Disassemble and/or clean powered unit, tools or pedestrian plant, machinery or equipment.
	7.6	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"> – prepare, position and set up for work – secure accessories and tool attachments – carry out pre-use and function checks to manufacturers’ and suppliers’ information/ and procedures – complete pre-start and post stop checks – recognise the characteristics of the plant, machinery and equipment – identify specific operating and safety requirements for the task and work – recognise and determine when specific skills and knowledge are required and report accordingly
	7.7	<ul style="list-style-type: none"> – operate, use and control – monitor and maintain – replenish consumables – close down and secure – disassemble and clean – use access equipment – transport and store.
	7.8	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and using powered units, tools or pedestrian plant, machinery or equipment.
	7.9	Describe how to maintain the hand tools, portable power tools, powered units, pedestrian plant, machinery and ancillary equipment used for the work.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating powered units, tools or pedestrian plant, machinery or equipment in the workplace
Additional information about this unit	
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 Diploma in Demolition (Construction):</u></p> <p>One of the following endorsements required:</p> <ul style="list-style-type: none"> Generators Pumps Pedestrian operated plant or machines Mixers Compressors Self powered tools
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

Title:	Slinging and hand signalling the movement of suspended loads in the workplace	
Unit Number:	A/508/6525	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <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"> – drawings, specifications, schedules, method statements, risk assessments, lift plans, work instructions, manufacturers' information, approved procedures and Codes of Practice.
2 Organise with others the sequence and operation in 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"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

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"> – safe use and storage of tools and equipment – safe use, storage and handling of lifting accessories – safe use of access equipment – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to slinging and signalling of loads, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
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"> – lifting accessories – signalling and communication equipment – hand tools and ancillary equipment.
	5.3	Describe how the resources should be used correctly, and how problems associated with the resources are reported.

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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

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"> – 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.
	8.2	Use and maintain lifting accessories, lifting aids and equipment.
	8.3	Inspect and prepare lifting accessories prior to slinging.
	8.4	Prepare to and attach suspended loads to lifting equipment, using appropriate lifting accessories and load securing methods, to given working instructions for three of the following: <ul style="list-style-type: none"> – balanced – unbalanced – loose – bundled – container – drum – a load where the machine operator cannot observe its full movement path.
	8.5	Guide, move and place suspended loads to specified destinations, using hand signals, to given working instructions for three of the following: <ul style="list-style-type: none"> – balanced – unbalanced – loose – bundled – container – drum – a load where the machine operator cannot observe its full movement path.
	8.6	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – identify the differences between: slinging and signalling, directing and guiding movement of vehicles, plant and machinery, and directing and guiding operations of plant and machinery not being used for lifting operations – confirm the authority, duties and responsibilities allocated – identify characteristics of lifting equipment and lifting accessories – identify and interpret valid certification for maintenance, inspection and thorough examination

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

Units – Learning Outcomes and Assessment Criteria

Title:	Slinging and hand signalling the movement of suspended loads in the workplace
Additional information about this unit	
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 Diploma in Demolition (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

Title:	Preparing and operating crawler cranes above 10 tonnes to lift and transfer loads in the workplace
Unit Number:	H/508/6566
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of crawler cranes to lift, transfer and place loads.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of crawler cranes to lift and transfer loads.
2 Organise with others the sequence and operation in which lifting operations using crawler 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 crawler cranes.
3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads using crawler cranes.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating crawler cranes above 10 tonnes 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>	
4 Maintain safe and healthy working practices when preparing for and carrying out lifting operations using crawler 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 crawler cranes in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – safe use and storage of lifting accessories – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to crawler crane use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	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 crawler cranes.	5.1	Request and select resources associated with crawler cranes in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and lifting accessories – hand tools, ancillary equipment and accessories.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating crawler cranes above 10 tonnes 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 crawler cranes.
6 Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and lifting and transferring loads.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating crawler cranes above 10 tonnes 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 crawler cranes to the required specification.	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using crawler cranes: <ul style="list-style-type: none"> – checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down.
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, set up and operate crawler cranes above 10 tonnes to lift, transfer and place a variety of loads to given working instructions.
	8.4	Shut down and secure crawler cranes.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – identify the characteristics of the crane for the lifting and transferring operation – identify valid certification for maintenance, inspection and thorough examination – lift and transfer people – carry out function checks for lifting and transferring loads – prepare, set up and reconfigure for various loads and locations – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area – identify characteristics, type, weight and position of loads for lifting and transferring
	8.6	<ul style="list-style-type: none"> – recognise and determine when specific skills and knowledge are required and report accordingly – secure and balance loads for lifting – lift, remove and transfer loads – position, place and set down loads – confirm load stability, security and release – attach and remove guide ropes and aids – be on the public highway – shut down and secure the crane – use hand tools and ancillary equipment – use, handle and store lifting accessories.
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating crawler cranes above 10 tonnes to lift and transfer loads in the workplace
Additional information about this unit	
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	80
Unit guided learning hours	265

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating mobile cranes to lift and transfer loads in the workplace
Unit Number:	M/508/6568
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of mobile cranes to lift, transfer and place loads.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of mobile cranes to lift and transfer loads.
2 Organise with others the sequence and operation in which lifting operations using mobile 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 mobile cranes.
3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads using mobile cranes.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating mobile cranes 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>	
4 Maintain safe and healthy working practices when preparing for and carrying out lifting operations using mobile 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 mobile cranes in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – safe use and storage of lifting accessories – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to mobile crane use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	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 mobile cranes.	5.1	Request and select resources associated with mobile cranes in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and lifting accessories – hand tools, ancillary equipment and accessories.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating mobile cranes to lift and transfer loads in the workplace
Additional information about this unit	
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 Diploma in Demolition (Construction):</u></p> <p>One of the following endorsements required: Mobile crane blocked duties Mobile crane pick and carry duties only Mobile crane all duties</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	95
Unit guided learning hours	317

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating rough terrain masted forklifts to lift and transfer loads in the workplace
Unit Number:	M/508/6490
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <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"> – 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.
2 Organise with others the sequence and operation in which rough terrain masted forklift operations are to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during forklift operations.
3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads with rough terrain masted forklifts.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

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"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – safe use and storage of lifting accessories – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to rough terrain masted forklift use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out forklift operations using rough terrain masted forklifts.	5.1	Request and select resources associated with rough terrain masted forklifts in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and lifting accessories – hand tools, ancillary equipment and accessories.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

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

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating rough terrain masted forklifts to lift and transfer loads in the workplace
Additional information about this unit	
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

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

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"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – safe use and storage of lifting accessories – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to industrial forklift truck use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out forklift operations with industrial forklift trucks.	5.1	Request and select resources associated with industrial forklift trucks in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and lifting accessories – hand tools, ancillary equipment and accessories.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

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

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating industrial forklift trucks to lift and transfer loads in the workplace
Additional information about this unit	
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

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

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

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>	
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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

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

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating sideloader forklifts to lift and transfer loads in the workplace
Additional information about this unit	
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

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

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating telescopic handlers 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>	
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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating telescopic handlers to lift and transfer loads in the workplace
Additional information about this unit	
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 Diploma in Demolition (Construction):</u></p> <p>One 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

Title:	Preparing and operating reach trucks to lift and transfer loads in the workplace	
Unit Number:	J/508/6494	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <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"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of reach trucks to lift and transfer loads.
2 Organise with others the sequence and operation in 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"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

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"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – safe use and storage of lifting accessories – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to reach truck use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out forklift operations with reach trucks.	5.1	Request and select resources associated with reach trucks in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and lifting accessories – hand tools, ancillary equipment and accessories.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

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"> – checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down.
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, set up and operate reach trucks to lift, transfer and place a variety of loads to given working instructions.
	8.4	Shut down and secure reach trucks.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – identify the characteristics of the reach truck for the forklift operation – identify valid certification for maintenance, inspection and thorough examination – lift and transfer people – carry out function checks for lifting and transferring loads – prepare, set up and reconfigure for various loads and locations – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area – identify characteristics, type, weight and position of loads for lifting and transferring
	8.6	<ul style="list-style-type: none"> – recognise and determine when specific skills and knowledge are required and report accordingly – secure and balance loads for lifting – lift, remove and transfer loads – position, place and set down loads – confirm load stability, security and release – attach and remove guide ropes and aids – be on the public highway – shut down and secure the reach truck – use hand tools and ancillary equipment – use, handle and store lifting accessories.
	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

Title:	Preparing and operating reach trucks to lift and transfer loads in the workplace
Additional information about this unit	
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

Title:	Preparing and operating lorry loaders or knuckle booms to lift and transfer loads in the workplace	
Unit Number:	D/508/6484	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <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"> – 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.
2 Organise with others the sequence and operation in which lifting operations using lorry loaders/knuckle booms are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during lifting operations with lorry loaders/knuckle boom.
3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads using lorry loaders/knuckle booms.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

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

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>	
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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

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"> – checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down.
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, set up and operate lorry loaders/knuckle booms to lift, transfer and place a variety of loads to given working instructions.
	8.4	Shut down and secure lorry loaders/knuckle booms.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – identify the characteristics of the lorry loader/knuckle boom for the lifting and transferring operation – identify valid certification for maintenance, inspection and thorough examination – lift and transfer people – carry out function checks for lifting and transferring loads – prepare, set up and reconfigure for various loads and locations – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area – identify characteristics, type, weight and position of loads for lifting and transferring
	8.6	<ul style="list-style-type: none"> – recognise and determine when specific skills and knowledge are required and report accordingly – secure and balance loads for lifting – lift, remove and transfer loads – position, place and set down loads – confirm load stability, security and release – attach and remove guide ropes and aids – be on the public highway – shut down and secure the lorry loader/knuckle boom – use hand tools and ancillary equipment – use, handle and store lifting accessories.
	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

Title:	Preparing and operating lorry loaders or knuckle booms to lift and transfer loads in the workplace
Additional information about this unit	
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 Diploma in Demolition (Construction):</u></p> <p>One of the following endorsements required:</p> <ul style="list-style-type: none"> Knuckle boom Lorry loader hook Lorry loader clamshell bucket Lorry loader hydraulic clamp
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

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

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"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – safe use and storage of lifting accessories – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to skip handler use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using skip handlers.	5.1	Request and select resources associated with skip handlers in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and lifting accessories – hand tools, ancillary equipment and accessories.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

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

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating skip handlers to lift and transfer loads in the workplace
Additional information about this unit	
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

Title:	Preparing and operating crawler tractor dozers to carry out dozer operations in the workplace	
Unit Number:	L/508/6576	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of crawler tractor dozers for dozer operations.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of crawler tractor dozers for dozer operations.
2 Organise with others the sequence and operation in which dozer operations using crawler tractor dozers 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 dozer operations using crawler tractor dozers.
3 Know how to comply with relevant legislation and official guidance when carrying out dozer operations using crawler tractor dozers.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating crawler tractor dozers to carry out dozer operations 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 dozer operations using crawler tractor dozers.	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 dozer operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out dozer operations using crawler tractor dozers in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to crawler tractor dozer use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out dozer operations using crawler tractor dozers.	5.1	Request and select resources associated with crawler tractor dozers in relation to consumables, materials, attachments, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and plant or machinery aids – hand tools, ancillary equipment and accessories.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating crawler tractor dozers to carry out dozer operations 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, bearing pressure, quantity, length and area associated with the method/procedures to carry out dozer operations using crawler tractor dozers.
6 Minimise the risk of damage to the work and surrounding area when preparing to and carrying out dozer operations.	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 dozer operations..	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating crawler tractor dozers to carry out dozer operations 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 carry out dozer operations using crawler tractor dozers to the required specification.	8.1	Demonstrate the following work skills when preparing for and extracting, excavating, laying and distributing materials using crawler tractor dozers: <ul style="list-style-type: none"> – checking, adjusting, communicating, manoeuvring, positioning, measuring, extracting, excavating, laying, distributing, compacting, forming and removing.
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, set up, position and operate crawler tractor dozers to given working instructions <ul style="list-style-type: none"> – extract, excavate and move different types of materials – lay or distribute materials – form and/or stockpile materials.
	8.4	Shut down and secure crawler tractor dozers.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – identify the characteristics of the crawler tractor dozer used for the dozer operation – carry out function checks for the dozer operation – prepare, set up and adjust for operational requirements – identify the area of work – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area – identify geological, environmental and material changes and report – check to avoid damage to structures and utilities service apparatus
	8.6	<ul style="list-style-type: none"> – recognise and determine when specific skills and knowledge are required and report accordingly – extract, excavate and move materials safely and securely – form and remove stockpiles – form embankments, bunds and cuttings – conduct ripper operations – be on the public highway – shut down and secure crawler tractor dozer – use hand tools, ancillary equipment and accessories.
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out dozer operations.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to carry out dozer operations.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating crawler tractor dozers to carry out dozer operations in the workplace
Additional information about this unit	
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 Diploma in Demolition (Construction):</u></p> <p>One of the following endorsements required:</p> <p>Extract Excavate Construct/form Lay/distribute</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit Credit value	80
Unit guided learning hours	266

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating forward tipping dumpers to receive, transport and discharge materials in the workplace
Unit Number:	R/508/6501
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <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"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of forward tipping dumpers.
2 Organise with others the sequence and operation in 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"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating forward tipping dumpers to receive, transport and discharge materials in the workplace	
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 forward tipping dumpers.</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 forward tipping dumpers in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to forward tipping dumper use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	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 forward tipping dumpers.</p>	5.1	Request and select resources associated with forward tipping dumpers in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and load coverings – hand tools, ancillary equipment and accessories.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating forward tipping dumpers to receive, transport and discharge materials in the workplace	
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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating forward tipping dumpers to receive, transport and discharge materials in the workplace
Additional information about this unit	
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 Diploma in Demolition (Construction):</u></p> <p>One 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

Title:	Preparing and operating rear tipping dump trucks to receive, transport and discharge materials in the workplace
Unit Number:	Y/508/6502
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <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"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of rear tipping dump trucks.
2 Organise with others the sequence and operation in 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"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating rear tipping dump trucks to receive, transport and discharge materials in the workplace	
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"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to rear tipping dump truck use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal 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"> – consumables, lubricants and fuels – attachments and load coverings – hand tools, ancillary equipment and accessories.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating rear tipping dump trucks to receive, transport 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 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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating rear tipping dump trucks to receive, transport and discharge materials in the workplace
Additional information about this unit	
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 Diploma in Demolition (Construction):</u></p> <p>One of the following endorsements required:</p> <ul style="list-style-type: none"> Dump truck – articulated chassis up to 15 tonne Dump truck – articulated chassis all sizes Dump truck – rigid chassis up to 15 tonne Dump truck – rigid chassis up to 50 tonne Dump truck – rigid chassis all sizes wheeled Dump truck – rigid chassis tracked
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

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

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

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating mast climber-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 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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

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"> – checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down.
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare for, position, set up and operate mast climber-type MEWPs to access working areas, at various locations, to given working instructions.
	8.4	Shut down and secure mast climber-type MEWPs.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – identify the characteristics of the mast climber-type MEWP used for accessing work – identify valid certification for maintenance, inspection and thorough examination – carry out function checks for accessing operation – prepare, set up and adjust for operational requirements – carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area – identify and remain aware of the area of operation to include potential entrapment situations – use fall prevention equipment
		<ul style="list-style-type: none"> – check to avoid damage to structures and utilities service apparatus – position and secure MEWP for accessing operations – recognise and determine when specific skills and knowledge are required and report accordingly – operate, manoeuvre, position, set down and secure – operate and travel on the public highway – shut down and secure the MEWP – use hand tools, ancillary equipment and accessories.
	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

Title:	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace
Additional information about this unit	
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

Title:	Preparing and operating crushers to process materials in the workplace
Unit Number:	H/508/6518
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <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"> – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of crushers for carrying out processing work.
2 Organise with others the sequence and operation in 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"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

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"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to crusher use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out processing operations using crushers.	5.1	Request and select resources associated with crushers in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and processing operational aids – hand tools, ancillary equipment and accessories.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.

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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

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: – checking, adjusting, communicating, manoeuvring, positioning and processing.
	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: – identify the characteristics of the crusher used for processing operations – carry out function checks for process operations – identify the area for the processing work – prepare, set up and adjust for operational requirements – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area
	8.6	– recognise and determine when specific skills and knowledge are required and report accordingly – carry out the processing work-safely and securely – deal with blockages prior to, during and on completion of operations – deposit processed materials – be on the public highway – shut down and secure crusher – use hand tools, ancillary equipment and accessories.
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and carrying out processing operations.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to process materials.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating crushers to process materials in the workplace
Additional information about this unit	
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

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

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"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to screener use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out processing operations using screeners.	5.1	Request and select resources associated with screeners in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and processing operational aids – hand tools, ancillary equipment and accessories.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.

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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

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

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating screeners to process materials in the workplace
Additional information about this unit	
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

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

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>	
<p>4 Maintain safe and healthy working practices when preparing for and carrying out processing operations using batching plant.</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 processing operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out processing operations using batching plant in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to batching plant use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	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 processing operations using batching plant.</p>	5.1	Request and select resources associated with batching plant in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and processing operational aids – hand tools, ancillary equipment and accessories.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.

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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

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

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating batching plant to process materials in the workplace
Additional information about this unit	
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

Title:	Erecting and dismantling plant (cranes and rigs) in the workplace	
Unit Number:	F/508/6588	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to erecting and dismantling plant.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
2 Organise with others the sequence and operation in which erecting and dismantling 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 erecting and dismantling operations.
3 Know how to comply with relevant legislation and official guidance when erecting and dismantling plant.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and dismantling plant (cranes and rigs) 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 carrying out erecting and dismantling of 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 erecting and dismantling operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out erecting and dismantling of plant in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant – safe use and storage of tools and equipment – safe use of access equipment – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting and dismantling plant, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to carry out erecting and dismantling of plant.	5.1	Request and select resources associated with the 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"> – plant – hand and/or powered tools and equipment.
	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:	Erecting and dismantling plant (cranes and rigs) 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 the work.
6 Minimise the risk of damage to the work and surrounding area when erecting and dismantling 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 erecting and dismantling plant.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and dismantling plant (cranes and rigs) 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 erect and dismantle plant to the required specification.	8.1	Demonstrate the following work skills when erecting and dismantling plant: <ul style="list-style-type: none"> – unloading, loading, siting, measuring, marking out, laying out, aligning, fitting, positioning, connecting, configuring, dismantling, removing, adjusting, securing, checking and inspecting.
	8.2	Use and maintain hand tools, portable power tools, ancillary equipment and machinery.
	8.3	Prepare, erect and dismantle plant to given working instructions of one or more of the following: <ul style="list-style-type: none"> – mobile crane – mobile tower crane – crawler crane – self-erect equipment – drilling rig – piling rig – demolition rig.
	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"> – erect and dismantle one or more of the following: mobile crane, mobile tower crane, crawler crane, self-erect equipment, drilling rig, piling rig and demolition rig – consider ground conditions and work area – fit, fasten and secure equipment – dismantle and remove equipment – recognise the requirements for controlling, directing and guiding the movement and operations of plant and machinery
	8.5	<ul style="list-style-type: none"> – identify valid certification for maintenance, inspection and thorough examination – recognise and determine when specific skills and knowledge are required and report accordingly – complete function checks – use access equipment – use hand tools, power tools, plant and equipment – record and report.
	8.6	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and erecting and dismantling plant.
	8.7	Describe how to maintain the hand tools, portable power tools, plant and ancillary equipment used to erect and dismantle plant.

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and dismantling plant (cranes and rigs) in the workplace
Additional information about this unit	
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 Diploma in Demolition (Construction):</u></p> <p>One of the following endorsements required:</p> <ul style="list-style-type: none"> Mobile crane Crawler crane Mobile tower crane Self-erect equipment Piling rig Demolition rig Drilling rig
Sector subject area	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	36
Unit guided learning hours	130



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