



## **Level 2 NVQ Diploma in Piling Operations (Construction)**

### **Qualification Specification**

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## Introduction

The ProQual Level 2 NVQ Diploma in Piling Operations (Construction) qualification provides a nationally recognised qualification for those working in piling operations in the construction industry. Candidates can follow one of 2 Pathways relating to their work roles:

Pathway 1: Level 2 NVQ Diploma in Piling Operations (Piling Rig Operator)

Pathway 2: Level 2 NVQ Diploma in Piling Operations (Piling Operative)

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

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

## Qualification Profile

### Level 2 NVQ Diploma in Piling Operations (Construction)

Qualification title	<b>ProQual Level 2 NVQ Diploma in Piling Operations (Construction)</b>
Ofqual qualification number	603/0045/0
Level	2
Total Qualification Time	510 hours (245 GLH)
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	1/7/16
Qualification end date	

## Entry Requirements

There are no formal entry requirements for this qualification.

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

## Qualification Structure

To achieve the qualification candidates must complete the five Mandatory units for both of the Pathways plus the required Mandatory or Optional Units from one of the Pathways.

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

**CITB references and credit values 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 for all Pathways			<i>CITB references and credit values provided for information only</i>		
Unit Ref.	Title	Level	<i>Credit Value</i>	<i>CITB Internal Unit Ref.</i>	<i>CITB RITS Unit Ref.</i>
<b>A/615/0055</b>	Contributing to the piling operation in the workplace	2	24	235v2	Y/503/2522
<b>A/508/6525</b>	Slinging and hand signalling the movement of suspended loads in the workplace	2	10	402Av1	R/506/3929
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	2	641	A/503/1170
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	3	642	J/503/1169
<b>Y/508/6533</b>	Moving, handling and storing resources in the workplace	2	5	643	F/503/1171

## Pathways

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

Pathway 1: Level 2 NVQ Diploma in Piling Operations (Piling Rig Operator)

Pathway 2: Level 2 NVQ Diploma in Piling Operations (Piling Operative)

### Pathway 1 : Piling Rig Operator

Candidates must complete 7 Mandatory units.

Mandatory Units			<i>CITB references and credit values provided for information only</i>		
Unit Ref.	Title	Level	Credit Value	CITB Internal Unit Ref.	CITB RITS Unit Ref.
<b>A/615/0055</b>	Contributing to the piling operation in the workplace	2	24	235v2	Y/503/2522
<b>A/508/6525</b>	Slinging and hand signalling the movement of suspended loads in the workplace	2	10	402Av1	R/506/3929
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	2	641	A/503/1170
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	3	642	J/503/1169
<b>Y/508/6533</b>	Moving, handling and storing resources in the workplace	2	5	643	F/503/1171
<b>F/615/0056</b>	Carrying out checks and/or basic maintenance on plant or machinery in the workplace	2	8	299	J/600/7111
<b>J/615/0057</b>	Operating piling rigs to construct and form in the workplace	2	52	390Bv2	H/506/6589

Candidates may also complete any of the Additional units listed on page 9 but these will not count towards the qualification.

## Pathway 2 : Piling Rig Operative

Candidates must complete 5 Mandatory units, plus 1 Optional unit. Candidates may also complete any of the Additional Units but these will not count towards the qualification.

Mandatory Units – complete ALL units			<i>CITB references and credit values provided for information only</i>		
Unit Ref.	Title	Level	Credit Value	CITB Internal Unit Ref.	CITB RITS Unit Ref.
A/615/0055	Contributing to the piling operation in the workplace	2	24	235v2	Y/503/2522
A/508/6525	Slinging and hand signalling the movement of suspended loads in the workplace	2	10	402Av1	R/506/3929
M/508/6537	Conforming to general health, safety and welfare in the workplace	1	2	641	A/503/1170
T/508/6538	Conforming to productive working practices in the workplace	2	3	642	J/503/1169
Y/508/6533	Moving, handling and storing resources in the workplace	2	5	643	F/503/1171
Optional Units – complete ONE unit			<i>CITB references and credit values provided for information only</i>		
Unit Ref.	Title	Level	Credit Value	CITB Internal Unit Ref.	CITB RITS Unit Ref.
Y/615/0113	Allocating and monitoring the use of plant, machinery or equipment in the workplace	2	9	214v2	T/503/2740
D/615/0114	Carrying out mud, slurry or fluid plant operations in the workplace	2	26	233	L/600/7112
K/615/0116	Carrying out tremie operations in the workplace	2	26	236v2	F/503/2546
M/615/0117	Guiding the piling rig for the formation of piles in the workplace	2	22	239v2	T/503/2546
M/508/6571	Preparing and operating 180 degree excavators to extract and excavate ground and loose materials in the workplace	2	80	388Bv3	T/506/4619
D/508/6498	Preparing and operating wheeled loading shovels to extract loose materials in the workplace	2	26	388Cv3	M/506/4621
T/508/6572	Preparing and operating tracked loading shovels to extract ground and loose materials in the workplace	2	80	388Dv3	F/506/4623
H/508/6499	Preparing and operating skid steer loaders to extract loose materials in the workplace	2	20	388Ev3	A/506/4624
J/508/6575	Preparing and operating 360 degree excavators to extract ground, face and/or loose materials in the workplace	2	80	388Jv3	D/506/4629
A/508/6587	Preparing and operating powered units, tools or pedestrian plant, machinery or equipment in the workplace	2	7	400v2	F/506/2672

## Additional Units

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

Additional Units for All Pathways			<i>CITB references and credit values provided for information only</i>		
Unit Ref.	Title	Level	Credit Value	CITB Internal Unit Ref.	CITB RITS Unit Ref.
<b>H/508/6566</b>	Preparing and operating crawler cranes (above 10 tonnes) to lift and transfer loads in the workplace	2	80	387Bv2	D/506/4601
<b>M/508/6568</b>	Preparing and operating mobile cranes to lift and transfer loads in the workplace	2	95	387Dv2	K/506/4603
<b>M/508/6490</b>	Preparing and operating rough terrain masted forklifts to lift and transfer loads in the workplace	2	18	387Hv2	F/506/4607
<b>F/508/6493</b>	Preparing and operating telescopic handlers to lift and transfer loads in the workplace	2	25	387Lv2	F/506/4610
<b>D/508/6484</b>	Preparing and operating lorry loaders or knuckle booms to lift and transfer loads in the workplace	2	30	387Qv2	R/506/4613
<b>H/508/6485</b>	Preparing and operating skip handlers to lift and transfer loads in the workplace	2	18	387Rv2	Y/506/4614
<b>Y/508/6578</b>	Preparing and operating 360 degree excavators to excavate ground in the workplace	2	80	389Cv3	H/506/4728
<b>H/508/6583</b>	Preparing and operating truck-mounted boom concrete pumps to receive, pump and discharge materials in the workplace	2	70	391Av3	F/506/4641
<b>R/508/6501</b>	Preparing and operating forward tipping dumpers to receive, transport and discharge materials in the workplace	2	16	391Bv3	J/506/4642
<b>Y/508/6502</b>	Preparing and operating rear tipping dump trucks to receive, transport and discharge materials in the workplace	2	30	391Cv3	L/506/4643
<b>H/508/6504</b>	Preparing and operating trailer-mounted concrete pumps to receive, pump and discharge materials in the workplace	2	18	391Ev3	M/506/5087
<b>F/508/6588</b>	Erecting and dismantling plant (cranes and rigs) in the workplace	2	36	404v2	R/506/4675

## 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 12.

**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

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conforming to general health, safety and welfare in the workplace.
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	7

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conforming to productive working practices in the workplace	
<b>Unit Number:</b>	T/508/6538	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Communicate with others to establish productive work practices.	1.1	Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively.
	1.2	Describe the different methods of communicating with line management, colleagues and customers.
	1.3	Describe how to use different methods of communication to ensure that the work carried out is productive.
2 Follow organisational procedures to plan the sequence of work.	2.1	Interpret relevant information from organisational procedures in order to plan the sequence of work.
	2.2	Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively.
	2.3	Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: <ul style="list-style-type: none"> <li>– using resources for own and other’s work requirements</li> <li>– allocating appropriate work to employees</li> <li>– organising the work sequence</li> <li>– reducing carbon emissions.</li> </ul>
	2.4	Describe how to contribute to zero/low carbon work outcomes within the built environment.
3 Maintain relevant records in accordance with the organisational procedures.	3.1	Complete relevant documentation according to the occupation as required by the organisation.
	3.2	Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> <li>– job cards</li> <li>– worksheets</li> <li>– material/resource lists</li> <li>– time sheets.</li> </ul>
	3.3	Explain the reasons for ensuring documentation is completed clearly and within given timescales.
4 Maintain good working relationships when conforming to productive working practices.	4.1	Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Moving, handling and storing resources in the workplace	
<b>Unit Number:</b>	Y/508/6533	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Comply with given information when moving, handling and/or storing resources.	1.1	Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation.
	1.2	Interpret the given information relating to the use and storage of lifting aids and equipment.
	1.3	Describe the different types of technical, product and regulatory information, their source and how they are interpreted.
	1.4	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.5	Describe how to obtain information relating to using and storing lifting aids and equipment.
2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making the reports.
	2.4	State the appropriate types of fire extinguishers relevant to the work.
	2.5	Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.
3 Maintain safe working practices when moving, handling and/or storing resources.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources.
	3.2	Use lifting aids safely as appropriate to the work.



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Allocating and monitoring the use of plant, machinery or equipment in the workplace</b>	
<b>Unit Number:</b>	Y/615/0113	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Confirm the plant, machinery or equipment for the workplace and allocate it to the operations.	1.1	Identify and allocate the required type(s) of plant, machinery or equipment needed for the specific operations.
	1.2	Explain how to check the following types of plant, machinery or equipment in the workplace for condition and allocate to suitable operations: <ul style="list-style-type: none"> <li>– static and mobile</li> <li>– standard/non-standard</li> <li>– electro-mechanical and electronic</li> <li>– hand tools</li> <li>– consumables</li> <li>– health and safety equipment.</li> </ul>
2 Identify and assess health and safety risks and implement working practices and other safeguards to minimise risks involving the use of plant, machinery or equipment.	2.1	Assess any health and safety risks for the work being carried out.
	2.2	Implement safe working practices and other safeguards for the work being carried out.
	2.3	Carry out appropriate checks to ensure the operator holds the relevant authorisation to operate plant, machinery or equipment.
	2.4	Explain how to identify what health and safety risks there are, in relation to: <ul style="list-style-type: none"> <li>– operators</li> <li>– other personnel in the workplace</li> <li>– members of the public</li> <li>– workplace visitors</li> <li>– owners of adjoining property</li> <li>– environment.</li> </ul>
	2.5	Explain the methods used to assess any health and safety risks for the working being carried out.
	2.6	Explain how to implement safe working practices and other safeguards to minimise risks.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Allocating and monitoring the use of plant, machinery or equipment in the workplace</b>	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 Inform decision makers where plant, machinery or equipment is unsuitable for use in the workplace when allocating and monitoring.	3.1	Advise relevant decision makers where plant, machinery or equipment is deemed unsuitable and suggest alternatives for the type of work.
	3.2	Explain methods that can be used to inform relevant decision makers when plant, machinery or equipment is unsuitable for use within the workplace, in regards to failing to meet: <ul style="list-style-type: none"> <li>– operational efficiency</li> <li>– health and safety</li> <li>– competence requirements</li> <li>– authorisation</li> <li>– reliability</li> <li>– usage requirements.</li> </ul>
4 Provide accurate instructions for the use of plant, machinery or equipment to operators when allocating and monitoring and ensure safe use.	4.1	Instruct operators and users on the safe and correct use of plant, machinery or equipment using manufacturer’s instructions and official guidance.
	4.2	Monitor the plant, machinery or equipment to ensure it is being used or operated safely in accordance with given instructions.
	4.3	Explain different methods and sources to provide accurate instructions for the use of plant, machinery or equipment to those using, or affected by, plant operations.
	4.4	Describe suitable ways of monitoring safe use of plant, machinery or equipment.
	4.5	Explain methods used to inform relevant decision makers when an operator is deemed unsuitable for the safe use of plant, machinery or equipment.
5 Inform decision makers promptly when plant, machinery or equipment is no longer required.	5.1	Provide relevant information to decision makers on the return of plant, machinery or equipment promptly following the completion of the work.
	5.2	Explain the methods used to inform relevant decision makers when plant, machinery or equipment is no longer required.
	5.3	Summarise the types of information given to decision makers when arranging for the return of plant, machinery or equipment.
	5.4	Explain why decision makers should be informed promptly when plant, machinery or equipment is no longer required.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Allocating and monitoring the use of plant, machinery or equipment in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Piling Operations (Construction):</u></p> <p>The following endorsement required (i.e. own area of work):</p> <p>Piling operative</p> <p><b>Plus one</b> of the following endorsements required:</p> <p>Mobile crane Crawler crane Piling rig</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Credit Value	9
Unit guided learning hours	30

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Contributing to the piling operation in the workplace	
<b>Unit Number:</b>	A/615/0055	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when contributing to the piling operation.	1.1	Interpret and extract relevant information from drawings, instructions, specifications, schedules, 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"> <li>– drawings, instructions, specifications, schedules</li> <li>method statements, risk assessments,</li> <li>manufacturers' information, tool box talks, daily briefings, certificates and permits.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when contributing to the piling operation.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when contributing to piling operations and describe how and when they are used.

## Units – Learning Outcomes and Assessment Criteria

Title:	Contributing to the piling operation in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Maintain safe working practices when contributing to the piling operation.	3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when contributing to the piling operation.	
	3.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to contributing to the piling operation, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>	
	3.3 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 contribute to the piling operation.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.	
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– plant</li> <li>– hand and/or powered tools, machinery and ancillary equipment.</li> </ul>	
	4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.	
	4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.	
	4.5 Describe any potential hazards associated with the resources and method of work.	

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Contributing to the piling operation in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when contributing to the piling operation.	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, others involved with the work 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 contributing to the piling operation.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Contributing to the piling operation 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 contribute to the piling operation to the required specification.	7.1	Demonstrate the following work skills when contributing to the piling operation: <ul style="list-style-type: none"> <li>– measuring, communicating, preparing, positioning, fitting, securing, removing, cleaning and maintaining.</li> </ul>
	7.2	Install, or contribute to the installation of, bored and/or driven piles and/or specialist works to given working instructions, using one of the following methods: <ul style="list-style-type: none"> <li>– sheet piling</li> <li>– driven piling</li> <li>– rotary bored kelly bar piling</li> <li>– driven cast-in-situ piling</li> <li>– sectional auger piling (mini piling)</li> <li>– continuous flight auger piling</li> <li>– displacement flight auger</li> <li>– slurry walling</li> <li>– tripod piling</li> <li>– vibro piling</li> <li>– diaphragm walling.</li> </ul>
	7.3	Safely use materials, hand tools, machinery and ancillary equipment.
	7.4	Safely store the materials, tools and equipment used when contributing to the piling operation.
	7.5	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"> <li>– install, or contribute to the installation of, piles using one of the following methods: sheet piling; driven piling; rotary bored kelly bar piling; driven cast-in-situ piling; sectional auger piling (mini piling); continuous flight auger piling; displacement flight auger piling; slurry walling; tripod piling; vibro piling; diaphragm walling</li> <li>– use hand tools, machinery and ancillary equipment.</li> </ul>
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when contributing to the piling operation.
	7.7	Describe how to maintain the tools, machinery and equipment used when contributing to the piling operation.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Contributing to the piling operation in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Credit Value	24
Unit guided learning hours	155



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Carrying out mud, slurry or fluid plant operations in the workplace</b>	
<b>Unit Number:</b>	D/615/0113	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when carrying out mud, slurry or fluid plant operations.	1.1	Interpret and extract information from drawings, instructions, method statements, specifications, schedules 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"> <li>– drawings, instructions, specifications, method statements, schedules and manufacturers' information.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when carrying out mud, slurry or fluid plant operations.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	State what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe working practices when carrying out mud, slurry or fluid plant operations.	3.1	Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when carrying out mud, slurry or fluid plant operations.
	3.2	Explain why and when personal protective equipment (PPE) should be used, relating to carrying out mud, slurry or fluid plant operations 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:	Carrying out mud, slurry or fluid plant operations in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Select the required quantity and quality of resources for the methods of work to carrying out mud, slurry or fluid plant operations.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– mud, slurry or fluid plant</li> <li>– hand and/or powered tools and equipment.</li> </ul>
	4.2	Select resources associated with own work in relation to materials, components, fixings, tools, plant and ancillary 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, length, area and wastage associated with the method/procedure to carry out mud, slurry or fluid plant operations.
5 Minimise the risk of damage to the work and surrounding area when carrying out mud, slurry or fluid plant operations.	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, others involved with the work 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 carrying out mud, slurry or fluid plant operations.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Carrying out mud, slurry or fluid plant operations in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
<p>7 Comply with the given contract information to carry out mud, slurry or fluid plant operations to the required specification.</p>	7.1	<p>Demonstrate the following work skills when carrying out mud, slurry or fluid plant operations:</p> <ul style="list-style-type: none"> <li>– preparing, setting up, connecting, checking, maintaining, mixing, monitoring, testing, pumping, cleaning, adjusting, and recording.</li> </ul>
	7.2	<p>Install, operate and maintain mud, slurry or fluid plant to given working instructions in one of the following operations:</p> <ul style="list-style-type: none"> <li>– piling</li> <li>– tunnelling</li> <li>– drilling.</li> </ul>
	7.3	<p>Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– prepare the area allocated for the plant and ancillary equipment</li> <li>– set up, assemble and check the integrity of plant and ancillary equipment, including the connection of hoses, valves and items of plant for delivery, extraction, recycling and disposal of mud, slurry or fluids</li> <li>– mix mud, slurry or fluids in accordance with manufacturer’s recommendations</li> <li>– monitor the pumping process and make appropriate adjustments in order to maintain operational efficiency</li> <li>– test the viscosity and density of the mud, slurry or fluid</li> <li>– complete records of the process</li> <li>– use hand tools, power tools, plant and ancillary equipment.</li> </ul>
	7.4	<p>Safely use and store hand tools, plant and ancillary equipment.</p>
	7.5	<p>State the needs of other occupations and how to communicate within a team when carrying out mud, slurry or fluid plant operations.</p>
	7.6	<p>Describe how to maintain the tools, plant and equipment used when carrying out mud, slurry or fluid plant operations.</p>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Carrying out mud, slurry or fluid plant operations in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Piling Operations (Construction):</u></p> <p>The following endorsement required (i.e. own area of work):</p> <p>Piling operations</p>
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Credit Value	26
Unit guided learning hours	52

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Carrying out tremie operations in the workplace</b>	
<b>Unit Number:</b>	K/615/0116	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when carrying out tremie operations.	1.1	Interpret and extract relevant information from drawings, instructions, specifications, schedules, 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"> <li>– drawings, instructions, specifications, schedules, method statements, risk assessments, manufacturers' information, concrete pour records, tool-box talks, daily briefings, certificates and permits.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when carrying out tremie operations.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Carrying out tremie operations in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Maintain safe working practices when carrying out tremie operations.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when carrying out tremie operations.
	3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to carrying out tremie operations, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	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 carrying out tremie operations.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– tremie systems</li> <li>– concrete</li> <li>– hand and/or powered tools, machinery and ancillary equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and method of work.
	4.6	Describe how to determine quantity, length, volume and wastage associated with the method/procedure to carry out tremie operations.

## Units – Learning Outcomes and Assessment Criteria

Title:	Carrying out tremie operations 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 carrying out tremie operations.	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, others involved with the work 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 carrying out tremie operations.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Carrying out tremie operations in the workplace</b>	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 Comply with the given contract information to carry out tremie operations to the required specification.	7.1	Demonstrate the following work skills when carrying out tremie operations: <ul style="list-style-type: none"> <li>– measuring, cleaning, inspecting, preparing, assembling, fitting, sampling or inspecting, positioning, placing, monitoring, extracting and removing.</li> </ul>
	7.2	Place concrete using tremie systems, to given working instructions, during one of the following piling operations: <ul style="list-style-type: none"> <li>– cast-in-situ piling</li> <li>– diaphragm walling.</li> </ul>
	7.3	Safely use materials, hand tools, machinery and ancillary equipment.
	7.4	Safely store the materials, tools and equipment used when carrying out tremie operations.
	7.5	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"> <li>– contribute to the construction of specialist works by placing concrete using tremie systems for cast-in-situ piling or diaphragm walling</li> <li>– handle displaced fluids</li> <li>– guide lifting appliances</li> <li>– use hand tools, power tools, machinery and ancillary equipment.</li> </ul>
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when carrying out tremie operations.
	7.7	Describe how to maintain the tools, machinery and equipment used when carrying out tremie operations.



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Carrying out tremie operations in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Credit Value	26
Unit guided learning hours	87

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Guiding the piling rig for the formation of piles in the workplace</b>	
<b>Unit Number:</b>	M/615/0117	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when guiding the piling rig for the formation of piles.	1.1	Interpret and extract relevant information from drawings, instructions, specifications, schedules, 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"> <li>– drawings, instructions, specifications, schedules, method statements, risk assessments, manufacturers' information, tool-box talks, daily briefings, certificates and permits.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when guiding the piling rig for the formation of piles.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when guiding the piling rig for the formation of piles and describe how and when they are used.

## Units – Learning Outcomes and Assessment Criteria

Title:	Guiding the piling rig for the formation of piles in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Maintain safe working practices when guiding the piling rig for the formation of piles.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when guiding the piling rig for the formation of piles.
	3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to guiding the piling rig for the formation of piles, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	3.3	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 guide the piling rig for the formation of piles.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– plant, hand tools and/or powered tools, machinery and ancillary equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and method of work.
	4.6	Describe how to determine quantity, length and area associated with the method/procedure to guide the piling rig for the formation/installation of piles.

## Units – Learning Outcomes and Assessment Criteria

Title:	Guiding the piling rig for the formation of piles 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 guiding the piling rig for the formation of piles.	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, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when guiding the piling rig for the formation of piles.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to guide the piling rig for the formation of piles to the required specification.	7.1	Demonstrate the following work skills when guiding the piling rig for the formation of piles: <ul style="list-style-type: none"> <li>– measure, position, secure, align, level and adjust.</li> </ul>
	7.2	Guide and monitor the piling rig for the formation and/or installation of piles to given working instructions, using one of the following methods: <ul style="list-style-type: none"> <li>– sheet piling</li> <li>– driven piling</li> <li>– rotary bored kelly bar piling</li> <li>– driven cast-in-situ piling</li> <li>– sectional auger piling (mini piling)</li> <li>– continuous flight auger piling</li> <li>– displacement flight auger</li> <li>– slurry walling</li> <li>– tripod piling</li> <li>– vibro piling</li> <li>– diaphragm walling.</li> </ul>
	7.3	Safely use materials, hand tools and ancillary equipment.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Guiding the piling rig for the formation of piles in the workplace</b>	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.4	Safely store the materials, tools and equipment used when guiding the piling rig for the formation of piles.
	7.5	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"> <li>– identify the sequence of work</li> <li>– ensure piling rig is positioned in accordance with setting-out points</li> <li>– guide, align, level and check the bore or drive position for one of the following methods: sheet piling, driven piling, rotary bored kelly bar piling, driven cast-in-situ piling, sectional auger piling (mini piling), continuous flight auger piling, displacement flight auger piling, slurry walling, tripod piling, vibro piling and diaphragm walling.</li> </ul>
	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"> <li>– monitor and adjust the rake of the hole or pile</li> <li>– record information</li> <li>– fit and remove piling rig ancillaries</li> <li>– prepare, position and place reinforcement steel and/or other components</li> <li>– use hand tools and ancillary equipment</li> <li>– work at height.</li> </ul>
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when guiding the piling rig for the formation of piles.
	7.8	Describe how to maintain the tools and equipment used when guiding the piling rig for the formation of piles.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Guiding the Piling Rig for the Formation of Piles in the Workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Piling Operations (Construction):</u></p> <p><b>One</b> of the following endorsements required:</p> <ul style="list-style-type: none"> <li>Sheet piling</li> <li>Driven piling</li> <li>Rotary bored kelly bar piling</li> <li>Driven cast-in-situ piling</li> <li>Sectional auger piling (mini piling)</li> <li>Continuous flight auger piling</li> <li>Displacement flight auger</li> <li>Slurry walling</li> <li>Tripod piling</li> <li>Vibro piling</li> <li>Diaphragm walling</li> </ul>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Credit Value	22
Unit guided learning hours	73

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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



## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Conforming to general health, safety and welfare in the workplace.</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Credit value	2
Unit guided learning hours	7

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Conforming to productive working practices in the workplace</b>	
<b>Unit Number :</b>	T/508/6538	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Communicate with others to establish productive work practices.	1.1	Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively.
	1.2	Describe the different methods of communicating with line management, colleagues and customers.
	1.3	Describe how to use different methods of communication to ensure that the work carried out is productive.
2 Follow organisational procedures to plan the sequence of work.	2.1	Interpret relevant information from organisational procedures in order to plan the sequence of work.
	2.2	Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively.
	2.3	Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: <ul style="list-style-type: none"> <li>– using resources for own and other’s work requirements</li> <li>– allocating appropriate work to employees</li> <li>– organising the work sequence</li> <li>– reducing carbon emissions.</li> </ul>
	2.4	Describe how to contribute to zero/low carbon work outcomes within the built environment.
3 Maintain relevant records in accordance with the organisational procedures.	3.1	Complete relevant documentation according to the occupation as required by the organisation.
	3.2	Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> <li>– job cards</li> <li>– worksheets</li> <li>– material/resource lists</li> <li>– time sheets.</li> </ul>
	3.3	Explain the reasons for ensuring documentation is completed clearly and within given timescales.
4 Maintain good working relationships when conforming to productive working practices.	4.1	Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Conforming to productive working practices in the workplace</b>
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
	4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others.
	4.3 Describe how to maintain good working relationships, in relation to: <ul style="list-style-type: none"> <li>– individuals</li> <li>– customer and operative</li> <li>– operative and line management</li> <li>– own and other occupations.</li> </ul>
	4.4 Describe why it is important to work effectively with line management, colleagues and customers.
	4.5 Describe how working relationships could have an effect on productive working.
	4.6 Describe how to apply principles of equality and diversity when communicating and working with others.

<b>Title:</b>	<b>Conforming to Productive Working Practices in the Workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	3
Unit guided learning hours	10

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating telescopic handlers to lift and transfer loads in the workplace</b>	
Learning outcomes	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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

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



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating telescopic handlers to lift and transfer loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Piling Operations (Construction):</u></p> <p><b>One</b> of the following endorsements required:</p> <ul style="list-style-type: none"> <li>Telescopic handler industrial telescope</li> <li>Telescopic handler up to 9 metres</li> <li>Telescopic handler all sizes</li> <li>Telescopic handler all sizes excluding 360 degree</li> <li>Telescopic handler all sizes including 360 degree</li> </ul>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	25
Unit guided learning hours	83

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating lorry loaders or knuckle booms to lift and transfer loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	30
Unit guided learning hours	100

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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



## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Slinging and hand signalling the movement of suspended loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Piling Operations (Construction):</u></p> <p>The following endorsement required (i.e. own area of work):</p> <p>Slinger signaller – erector and dismantler only</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	10
Unit guided learning hours	33

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Moving, handling and storing resources in the workplace</b>	
<b>Unit Number:</b>	Y/508/6533	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Comply with given information when moving, handling and/or storing resources.	1.1	Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation.
	1.2	Interpret the given information relating to the use and storage of lifting aids and equipment.
	1.3	Describe the different types of technical, product and regulatory information, their source and how they are interpreted.
	1.4	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.5	Describe how to obtain information relating to using and storing lifting aids and equipment.
2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making the reports.
	2.4	State the appropriate types of fire extinguishers relevant to the work.
	2.5	Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.
3 Maintain safe working practices when moving, handling and/or storing resources.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources.
	3.2	Use lifting aids safely as appropriate to the work.

## Units – Learning Outcomes and Assessment Criteria

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

## 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 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.	5.1	Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Dispose of waste and packaging in accordance with legislation.
	5.3	Maintain a clean work space when moving, handling or storing resources.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when moving, handling and/or storing resources.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given occupational resource information to move, handle <b>and/or</b> store resources to the required guidance.	7.1	Demonstrate the following work skills when moving, handling and/or storing occupational resources: <ul style="list-style-type: none"> <li>– moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques.</li> </ul>
	7.2	Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: <ul style="list-style-type: none"> <li>– sheet material</li> <li>– loose material</li> <li>– bagged or wrapped material</li> <li>– fragile material</li> <li>– tools and equipment</li> <li>– components</li> <li>– liquids.</li> </ul>
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling <b>and/or</b> storing occupational resources.
	7.4	Describe the needs of other occupations when moving, handling <b>and/or</b> storing resources.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Moving, handling and storing resources in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	5
Unit guided learning hours	17

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating crawler cranes above 10 tonnes to lift and transfer loads in the workplace</b>
<b>Unit Number:</b>	H/508/6566
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of 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"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of crawler cranes to lift and transfer loads.</li> </ul>
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"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating crawler cranes above 10 tonnes to lift and transfer loads in the workplace</b>	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out lifting operations using 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"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– safe use and storage of lifting accessories</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using 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"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting accessories</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating crawler cranes above 10 tonnes to lift and transfer loads in the workplace</b>	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and method of work.
	5.6	Describe how to identify weight, bearing, pressure, quantity, length and area associated with the method/procedures to carry out lifting operations with 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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>



## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating crawler cranes above 10 tonnes to lift and transfer loads in the workplace</b>	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
<p>8 Comply with the given contract information to lift, transfer and place loads using crawler cranes to the required specification.</p>	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using crawler cranes: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, set up and operate 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"> <li>– identify the characteristics of the crane for the lifting and transferring operation</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– lift and transfer people</li> <li>– carry out function checks for lifting and transferring loads</li> <li>– prepare, set up and reconfigure for various loads and locations</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify characteristics, type, weight and position of loads for lifting and transferring</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– secure and balance loads for lifting</li> <li>– lift, remove and transfer loads</li> <li>– position, place and set down loads</li> <li>– confirm load stability, security and release</li> <li>– attach and remove guide ropes and aids</li> <li>– be on the public highway</li> <li>– shut down and secure the crane</li> <li>– use hand tools and ancillary equipment</li> <li>– use, handle and store lifting accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating crawler cranes above 10 tonnes to lift and transfer loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	80
Unit guided learning hours	265

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating mobile cranes to lift and transfer loads in the workplace</b>
<b>Unit Number:</b>	M/508/6568
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of 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"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of mobile cranes to lift and transfer loads.</li> </ul>
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"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating 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"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– safe use and storage of lifting accessories</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using 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"> <li>– consumables, lubricants and fuels</li> <li>– attachments and lifting accessories</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating mobile cranes to lift and transfer loads in the workplace</b>	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and method of work.
	5.6	Describe how to identify weight, bearing, pressure, quantity, length and area associated with the method/procedures to carry out lifting operations with 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"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating mobile cranes to lift and transfer loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Piling Operations (Construction):</u></p> <p><b>One</b> 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

<b>Title:</b>	<b>Preparing and operating 180 degree excavators to extract and excavate ground and loose materials in the workplace</b>	
<b>Unit Number:</b>	M/508/6571	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of 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"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of 180 degree excavators for extraction and excavation work.</li> </ul>
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"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.



## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating 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"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out extracting 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"> <li>– consumables, lubricants and fuels</li> <li>– attachments and extraction/excavation aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating 180 degree excavators to extract and excavate ground and loose materials in the workplace</b>	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
8 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.

<b>Title:</b>	<b>Preparing and operating 180 degree excavators to extract and excavate ground and loose materials in the workplace</b>	
<b>Additional information about this unit</b>		
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Piling Operations (Construction:</u></p> <p><b>One</b> 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

<b>Title:</b>	<b>Preparing and operating tracked loading shovels to extract ground and loose materials in the workplace</b>
<b>Unit Number:</b>	T/508/6572
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of 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"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of tracked loading shovels for extraction work.</li> </ul>
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"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating tracked loading shovels to extract ground and loose materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit Credit value	80
Unit guided learning hours	266

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating 360 degree excavators to extract ground, face and/or loose materials in the workplace</b>
<b>Unit Number:</b>	J/508/6575
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of 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"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of 360 degree excavators for extraction work.</li> </ul>
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"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating 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"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out extracting operations using 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"> <li>– consumables, lubricants and fuels</li> <li>– attachments and extraction aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating 360 degree excavators to extract ground, face and/or loose materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Piling Operations (Construction):</u></p> <p><b>One</b> 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

<b>Title:</b>	<b>Preparing and operating 360 degree excavators to excavate ground in the workplace</b>	
<b>Unit Number:</b>	Y/508/6578	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of 360 degree excavators to carry out excavating operations.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of 360 degree excavators for excavation work.</li> </ul>
2 Organise with others the sequence and operation in which excavating 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 excavating operations using 360 degree excavators.
3 Know how to comply with relevant legislation and official guidance when carrying out excavating 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"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	<b>Preparing and operating 360 degree excavators to excavate ground in the workplace</b>	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out excavating 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 excavating operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out excavating operations using 360 degree excavators in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to prepare for and carry out excavating operations using 360 degree excavators.	5.1	Request and select resources associated with 360 degree excavators in relation to consumables, materials, attachments, tools and ancillary equipment.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and excavation aids</li> <li>– hand tools, ancillary equipment and accessories</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.



## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating 360 degree excavators to excavate ground in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify quantity, weight, length and area associated with the method/procedures to carry out excavating operations using 360 degree excavators.
6 Minimise the risk of damage to the work and surrounding area when preparing to and excavating materials.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and excavating materials.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating 360 degree excavators to excavate ground in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Comply with the given contract information to excavate materials using 360 degree excavators to the required specification.	8.1	Demonstrate the following work skills when preparing for and excavating ground using 360 degree excavators: <ul style="list-style-type: none"> <li>– checking, adjusting, communicating, operating, manoeuvring, positioning, excavating, measuring and removing.</li> </ul>
	8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3	Prepare, position, set up and operate 360 degree excavators to given working instructions to: <ul style="list-style-type: none"> <li>– excavate a variety of ground</li> <li>– load or stockpile excavated loose materials.</li> </ul>
	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"> <li>– identify the characteristics of the 360 degree excavator used for excavating operations</li> <li>– carry out function checks for excavation work</li> <li>– identify the area to be excavated</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify geological, environmental and material changes and report</li> <li>– check to avoid damage to structures and utilities service apparatus</li> </ul>
	8.6	<ul style="list-style-type: none"> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– excavate accurately to line and level</li> <li>– form stockpiles</li> <li>– use equipment to gauge and measure</li> <li>– be on the public highway</li> <li>– excavate, remove and load materials safely and securely</li> <li>– shut down and secure the 360 degree excavator</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and carrying out excavating operations.
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to excavate materials.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating 360 degree excavators to excavate ground in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidelines	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Piling Operations (Construction):</u></p> <p><b>One</b> 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

<b>Title:</b>	<b>Preparing and operating truck-mounted boom concrete pumps to receive, pump and discharge materials in the workplace</b>
<b>Unit Number:</b>	H/508/6583
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the preparation and use of concrete pumps to carry out pumping and discharging operations.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current regulations governing the operation of truck-mounted boom concrete pumps.</li> </ul>
2 Organise with others the sequence and operation in which pumping and discharging operations using concrete pumps are to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during concrete pumping operations.
3 Know how to comply with relevant legislation and official guidance when carrying out pumping and discharging operations using concrete pumps.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating truck-mounted boom concrete pumps to receive, pump and discharge materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared units
Unit Credit value	70
Unit guided learning hours	233



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating powered units, tools or pedestrian plant, machinery or equipment in the workplace</b>	
<b>Unit Number:</b>	A/508/6587	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of 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"> <li>– drawings, specifications, schedules, method statements, risk assessments, legislation, Codes of Practice, manufacturers' information and operating instructions.</li> </ul>
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"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	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"> <li>– safe use of access equipment</li> <li>– safe handling of materials</li> <li>– safe use and storage of materials, tools and equipment</li> <li>– specific risks to health.</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
4 Select the required quantity and quality of resources to prepare for and 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"> <li>– power source/fuels</li> <li>– consumables, lubricants.</li> </ul>

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

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating 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"> <li>– starting, stopping, replenishing, controlling and cleaning.</li> </ul>
	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"> <li>– continual running</li> <li>– closing down</li> <li>– cleaning.</li> </ul>
	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"> <li>– prepare, position and set up for work</li> <li>– secure accessories and tool attachments</li> <li>– carry out pre-use and function checks to manufacturers’ and suppliers’ information/ and procedures</li> <li>– complete pre-start and post stop checks</li> <li>– recognise the characteristics of the plant, machinery and equipment</li> <li>– identify specific operating and safety requirements for the task and work</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> </ul>
	7.7	<ul style="list-style-type: none"> <li>– operate, use and control</li> <li>– monitor and maintain</li> <li>– replenish consumables</li> <li>– close down and secure</li> <li>– disassemble and clean</li> <li>– use access equipment</li> <li>– transport and store.</li> </ul>
	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

<b>Title:</b>	<b>Preparing and operating powered units, tools or pedestrian plant, machinery or equipment in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Piling Operations (Construction):</u></p> <p><b>One</b> of the following endorsements required:</p> <ul style="list-style-type: none"> <li>Generators</li> <li>Pumps</li> <li>Pedestrian operated plant or machines</li> <li>Mixers</li> <li>Compressors</li> <li>Self powered tools</li> </ul>
Sector subject area	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	7
Unit guided learning hours	23

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Erecting and dismantling plant (cranes and rigs) in the workplace</b>	
<b>Unit Number:</b>	F/508/6588	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to 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"> <li>– drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.</li> </ul>
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"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	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"> <li>– safe use and storage of plant</li> <li>– safe use and storage of tools and equipment</li> <li>– safe use of access equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to 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"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Request and select the required quantity and quality of resources to 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"> <li>– plant</li> <li>– hand and/or powered tools and equipment.</li> </ul>
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

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



## Units – Learning Outcomes and Assessment Criteria

Title:	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"> <li>– unloading, loading, siting, measuring, marking out, laying out, aligning, fitting, positioning, connecting, configuring, dismantling, removing, adjusting, securing, checking and inspecting.</li> </ul>
	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"> <li>– mobile crane</li> <li>– mobile tower crane</li> <li>– crawler crane</li> <li>– self-erect equipment</li> <li>– drilling rig</li> <li>– piling rig</li> <li>– demolition rig.</li> </ul>
	8.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– 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</li> <li>– consider ground conditions and work area</li> <li>– fit, fasten and secure equipment</li> <li>– dismantle and remove equipment</li> <li>– recognise the requirements for controlling, directing and guiding the movement and operations of plant and machinery</li> </ul>
	8.5	<ul style="list-style-type: none"> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– complete function checks</li> <li>– use access equipment</li> <li>– use hand tools, power tools, plant and equipment</li> <li>– record and report.</li> </ul>
	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

<b>Title:</b>	<b>Erecting and dismantling plant (cranes and rigs) in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment-</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Piling Operations (Construction):</u></p> <p><b>One</b> of the following endorsements required:</p> <ul style="list-style-type: none"> <li>Mobile crane</li> <li>Crawler crane</li> <li>Mobile tower crane</li> <li>Self-erect equipment</li> <li>Piling rig</li> <li>Demolition rig</li> <li>Drilling rig</li> </ul>
Sector subject area	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	36
Unit guided learning hours	130

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating wheeled loading shovels to extract loose materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit Credit value	26
Unit guided learning hours	87

## Units – Learning Outcomes and Assessment Criteria

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



## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating rough terrain masted forklifts to lift and transfer loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	18
Unit guided learning hours	60

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating skid steer loaders to extract loose materials in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit Credit value	20
Unit guided learning hours	67

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	<b>Preparing and operating skip handlers to lift and transfer loads in the workplace</b>
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	18
Unit guided learning hours	60

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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



## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Carrying out checks and/or basic maintenance on plant or machinery in the workplace	
<b>Unit Number:</b>	F/615/0056	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Work safely at all times when carrying out checks and/or basic maintenance on plant or machinery.	1.1	Comply with current legislation, Approved Codes of Practice and organisational procedures.
	1.2	Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when carrying out checks and/or basic maintenance on plant or machinery.
	1.3	Explain why and when personal protective equipment (PPE) should be used, relating to the carrying out of checks and/or basic maintenance on plant or machinery, and the types, purpose and limitations of each type.
	1.4	Safely use, store and secure hand tools and ancillary equipment.
2 Know how to comply with relevant health and safety legislation and official guidance when carrying out checks and/or basic maintenance on plant or machinery.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, with tools, plant or machinery and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the reasons for devising and complying with risk and COSHH assessments and how this can encourage safe working practices.
	2.3	Describe the organisational security procedures for tools, equipment and personal belongings.
	2.4	State what the accident reporting procedures are and who is responsible for making reports.
	2.5	State how hazards and emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Carrying out checks and/or basic maintenance on plant or machinery in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 Follow the relevant maintenance schedules for the required work when carrying out checks and/or basic maintenance on plant or machinery.	3.1	Interpret and extract information from specifications, schedules, organisational procedures and manufacturers' information relating to the work being carried out.
	3.2	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	3.3	Describe different types of checks and maintenance information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– specifications, schedules, manufacturers' information and organisational procedures.</li> </ul>
	3.4	Describe the organisational procedures to solve problems with the information and why it is important they are followed.
4 Carry out checks and/or basic maintenance activities within the limits of their personal authority in the specified sequence and agreed time scale.	4.1	Demonstrate the following work skills when carrying out checks and/or basic maintenance on plant or machinery: <ul style="list-style-type: none"> <li>– replenishing, replacing, applying, lubricating, cleaning and securing.</li> </ul>
	4.2	Carry out operator checks and/or basic maintenance tasks on standard or specialised plant or machinery to given working instructions as directed by the employer/supervisor or authorised person.
	4.3	Describe how to follow maintenance authorisation, apply safe work practices, follow procedures, report problems and establish the authority and responsibility needed to: <ul style="list-style-type: none"> <li>– clean and prepare areas and components for maintenance</li> <li>– replenish fuels, lubricants, fluids and coolants</li> <li>– replace parts</li> <li>– recycle components</li> <li>– fit fastening systems, pins, bolts, nuts, washers and consumable items</li> <li>– complete functional checks in accordance with equipment operating and care and control procedures</li> <li>– complete reports and records</li> <li>– use hand tools and ancillary equipment.</li> </ul>
	4.4	Complete the checks and/or basic maintenance activities within the estimated allocated time and to the required standards and accuracy.

## Units – Learning Outcomes and Assessment Criteria

Title:	Carrying out checks and/or basic 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>	
4 Continued	4.5	State the needs of other occupations and how to communicate within a team when carrying out checks and/or basic maintenance on plant or machinery.
	4.6	Describe how maintain the tools and equipment used when carrying out checks and/or basic maintenance on plant or machinery.
5 Report any instances where the maintenance activities cannot be fully met or where there are identified defects outside the planned schedule when carrying out checks and/or basic maintenance on plant or machinery.	5.1	Report problems and defects beyond their area of responsibility.
	5.2	Describe the different ways that problems with maintenance procedures and problems associated with resources can be reported.
6 Complete relevant maintenance records accurately and pass them on to the appropriate person when carrying out checks and/or basic maintenance on plant or machinery.	6.1	Record and report maintenance tasks in accordance with organisational procedures and manufacturer's requirements.
	6.2	State the procedure to complete checks and maintenance records and what the reporting lines and procedures are within the organisation.
7 Dispose of waste materials in accordance with safe working practices and approved procedures when carrying out checks and/or basic maintenance on plant or machinery.	7.1	Protect the work and its surrounding area from damage.
	7.2	Minimise damage and maintain a clean work space.
	7.3	Dispose of waste in accordance with legislation.
	7.4	Describe what the waste disposal procedures are, and how and why the disposal of waste should be carried out safely and how it is achieved.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Carrying out checks and/or basic maintenance on plant or machinery in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure,</p> <p><u>ProQual Level 2 NVQ Diploma in Piling Operations (Construction):</u></p> <p>The following endorsement required (i.e. own area of work): Piling rig operator</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Credit Value	8
Unit guided learning hours	26

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Operating piling rigs to construct and form in the workplace	
<b>Unit Number:</b>	J/615/0057	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the use of piling rigs to carry out constructing and forming operations.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of piling rigs for construction and formation work.</li> </ul>
2 Organise with others the sequence and operation in which constructing and forming operations using piling rigs 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 piling operations.
3 Know how to comply with relevant legislation and official guidance when carrying out constructing and forming operations using piling rigs.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

Title:	Operating piling rigs to construct and form 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 the piling work.
6 Minimise the risk of damage to the work and surrounding area when constructing and forming with piling rigs.	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 carrying out constructing and forming operations with piling rigs.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

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



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Operating piling rigs to construct and form in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Piling Operations (Construction):</u></p> <p>The following endorsement required (i.e. own area of work): Piling rig operator</p> <p>Plus <b>one</b> of the following endorsements required:</p> <ul style="list-style-type: none"> <li>Sheet piling</li> <li>Driven piling</li> <li>Continuous flight auger piling</li> <li>Rotary piling</li> <li>Tripod piling</li> <li>Vibro piling</li> <li>Diaphragm walling</li> <li>Mini piling</li> </ul>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Credit Value	52
Unit guided learning hours	173

## Units – Learning Outcomes and Assessment Criteria

<b>A/615/0055</b>	Contributing to the piling operation in the workplace	2	24	235v2	Y/503/2522
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