



Regulated Qualifications Unit and Assessment Specification

Unit title	Preparing for, and Arranging and Securing Basic Loads for Movement in the Workplace
Regulator unit code	A/600/8093
SQA unit code	FJ41 68
SSC Ref	VR 397B

History of changes

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Version number	Date	Description	Authorised by
02	July 2017	Unit Specification updated to reflect current Ofqual terminology	Qualifications Officer

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Regulated Qualifications Unit specification

Title:	Preparing for, and Arranging and Securing Basic Loads for Movement in the Workplace	
Level:	2	
Credit value:	16	
Learning Outcomes <i>The learner will be able to:</i>	Assessment Criteria <i>The learner can:</i>	
1 Interpret the given information relating to the preparation of, and the arranging and securing of basic loads for movement.	1.1	Interpret and extract information from drawings, specifications, schedules and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> ◆ drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance.
2 Know how to comply with relevant legislation and official guidance to carry out the arranging and securing of basic loads for movement.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> ◆ in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	State what the accident reporting procedures are and who is responsible for making reports.

Learning Outcomes <i>The learner will be able to:</i>	Assessment Criteria <i>The learner can:</i>
3 Maintain safe working practices when preparing for and arranging and securing basic loads for movement.	3.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements when arranging and securing basic loads.
	3.2 Explain why and when personal protective equipment (PPE) should be used, relating to arranging and securing basic loads, and the types, purpose and limitations of each type.
	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.
4 Select the required quantity and quality of resources to prepare for, and when arranging and securing basic loads for movement.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> ◆ load restraint and securing accessories inc. wire rope, chain, fabric, web hooks, shackles and clamps ◆ hand tools and ancillary equipment.
	4.2 Select resources associated with the work in relation to lifting accessories and/or 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 Calculate weight/bearing pressure, quantity, length, area and identify centres of gravity relevant to the arranging and securing of basic loads.
	4.6 Describe how to calculate weight/bearing pressure, quantity, length and area, and identify centres of gravity associated with the method/procedures to carry out the work.

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

Learning Outcomes <i>The learner will be able to:</i>	Assessment Criteria <i>The learner can:</i>
	7.3 Remove lifting accessories from basic loads following movement, and leave basic loads in a safe situation.
	Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> ◆ identify the characteristics of the basic loads and lifting/securing accessories ◆ determine methods for securing ◆ select and use suitable lifting accessories ◆ arrange and secure basic loads ◆ confirm balance, stability, positioning and weight distribution ◆ remove and store lifting accessories on completion of movement ◆ work at height ◆ use hand tools, ancillary equipment and accessories.
	7.4 Safely use and store hand tools, lifting accessories and ancillary equipment.
	7.5 State the needs of other occupations and how to communicate within a team when preparing to and arranging and securing basic loads for movement.
	7.6 Describe how to maintain the tools and equipment used to arrange and secure basic loads for movement.

Additional information about this unit	
Purpose and aim of unit	The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing for, and arranging and securing basic loads for movement in the workplace within the relevant sector of industry.
Unit start date	01 September 2010
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is based on the National Occupational Standards 'Prepare Plant or Machinery for Operational Performance' (VR 386) and 'Arrange and Secure Loads' (VR 397)
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	<p>This unit must be assessed in a work environment and in accordance with:</p> <ul style="list-style-type: none"> ◆ the Additional Requirements for Qualifications using the title NVQ in QCF ◆ the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment — Craft, Supervisory, Technical, Managerial and Professional units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs. <p>Assessors for this unit must use a combination of the following assessment methods:</p> <ul style="list-style-type: none"> ◆ observation of normal work activities within the workplace that clearly confirms the required skills ◆ questioning the learner on knowledge criteria that clearly confirms the required understanding ◆ review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding. <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing for, and arranging and securing basic loads for movement to be effective and reliable when confirming a learner's competence.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Support for the unit from a sector skills council or other appropriate body (if required)	ConstructionSkills
Location of the unit within the subject/sector classification system	05.2 Building and Construction

Additional information about this Unit	
Name of the organisation submitting the Unit	ConstructionSkills
Credit value	16
Guided Learning Hours	53

Regulated Qualifications Assessment specification

Assessment (evidence) requirements

The evidence requirements for this unit are shown in the main body of the unit under the section titled 'Assessment requirements or guidance specified by a sector or regulatory body'.

Guidance on instruments of assessment

Occupational skills (OS) unit

This unit is designed to assess the skills of learners in the workplace. Observation of learner performance can only be carried out on-the-job and should always be the primary and preferred source of evidence of competent performance.

Collection of supplementary evidence of performance can be used to further substantiate, support and expand the evidence base for competent performance where this is necessary. This may arise in situations where evidence from direct observation of the learners on-the-job is deemed insufficient to fully meet the required standards. Supplementary evidence may include:

- ◆ witness testimony
- ◆ questioning,
- ◆ professional discussion,
- ◆ product and photographic evidence,
- ◆ relevant active documentation, reports, presentations and
- ◆ other valid evidence which relates directly to learner performance on-the job.

SQA's Guide to Assessment is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment. The Guide to Assessment can be downloaded free from SQA's website www.sqa.org.uk