



Lantra Awards Level 2 Award
in
Fork Lift Truck (Counter Balance)
Operations (QCF)

Qualification Handbook

Version 1.2

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Qualification Handbook

Lantra Awards Level 2 Award in Fork Lift Truck (Counter Balance) Operations (QCF)

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1 Why has this qualification been developed?

The Lantra Awards Level 2 Award in Fork Lift Truck (Counter Balance) Operations has been developed to provide nationally recognised certification for those who operate a Counter Balance type fork lift truck.

This is a Competency Based Qualification (CBQ). The qualification is based on the Skills for Logistics National Occupational Standards (NOS) for fork lift operations in warehousing and distribution and contains six Skills for Logistics QCF units. This ensures that personnel working within the industry meet the minimum required standards. The qualification will provide the learner with the knowledge, understanding and skills required for operating Counter Balance type fork lift trucks.

Individuals may undertake training from a variety of sources; however, to achieve the qualification they must be assessed against all of the Learning Outcomes and Assessment Criteria set out in the qualification.

This Qualification Handbook provides information for Provider staff involved in the planning, delivery and assessment of the Lantra Awards Level 2 Award in Fork Lift Truck (Counter Balance) Operations and should be used in conjunction with the Assessment Handbook – Counter Balance.

2 Who is the qualification for?

This qualification has been designed for individuals to develop their knowledge, understanding and skills in the operation of a Counter Balance fork lift truck and will enable them to work safely, effectively and efficiently in the workplace. It provides the opportunity to achieve a nationally recognised qualification that reflects the National Occupational Standards for the activities they carry out. The qualification will enhance the ability of personnel to work safely, effectively and efficiently in the workplace, reducing unnecessary risks to themselves and others.

This qualification will be suitable for those currently in employment looking to enhance/update their skills and is also designed for those looking to progress into work and develop their career.

This qualification is available for learners aged 16 and above wishing to develop knowledge, understanding and skills in fork lift truck operations, except in ports where they must be at least 18 years old.

3 What does this qualification cover?

This CBQ is intended to offer learners involved in fork lift truck (Counter Balance) operations the opportunity to achieve a recognised national qualification that reflects the national standards for the type(s) of role(s) they perform. It is relevant for persons involved with all aspects of fork lift truck operations.

The qualification aims to:

- Assess the learner's knowledge and understanding across a range of fork lift truck activities
- Assess the learner's ability to effectively operate a fork lift truck in a warehousing and distribution environment
- Assess the learner's ability to review and develop their own practices and carry out a range of tasks to the required industry standard
- Improve awareness of health and safety legislation and how individuals can contribute to the Health and Safety Executive's (HSE) agenda.

Following Ofqual's regulatory requirements this qualification is approved for the following purpose:

- D. Confirm occupational competence and/or 'licence to practice'

Sub Purpose

- D1. Confirm competence in an occupational role to the standards required.

4 Quick search guide

Where to look for further details

Qualification title	Lantra Awards Level 2 Award in Fork Lift Truck (Counter Balance) Operations (QCF)	Ofqual's Register of Regulated Qualifications https://register.ofqual.gov.uk/
Qualification numbers	600/8402/9	
Qualification start date	01 March 2013	
Level	2	
Credits	12	
GLH	45	
Unit numbers (Quartz ID) and titles	F/503/7780 (5180) - Prepare the fork lift truck for driving or manoeuvring J/503/7781 (4481) - Operate, move or manoeuvre the fork lift truck L/503/7782 (4482) - Select, transfer and position loads using a fork lift truck D/503/7785 (4483) - Undertake post operational checks for fork lift trucks R/503/7783 (4484) - Load the container, vehicle, vessel or craft using a fork lift truck Y/503/7784 (4485) - Unload the container, vehicle, vessel or craft using a fork lift truck	Content of qualification
Minimum age limit	16 except for Ports where the minimum age is 18.	
Entry requirements	There are no barriers that restrict access or progression thereby promoting equal opportunity. These qualifications are not appropriate for those learners under the age of 16.	
Pre-requisites	None	
Will I need an approval visit?	Yes	Who can deliver this qualification?
Assessment method(s)	Practical observation of assessment activities Verbal questioning	How is this qualification delivered?
Will we need an Internal Quality Assurer (IQA)?	Yes	
Will we need to have External Quality Assurer (EQA) visits?	Yes	
Is there a skills card available	Yes	Guidance Handbook for Providers
How do I register Learners?	Via Quartzweb	Quartzweb User Guides

5 Content of qualification

This qualification is made up of six mandatory units.

Unit Title:	Prepare the fork lift truck for driving or manoeuvring
Unit Level:	2
Unit Credit Value:	1
Unit Reference Number:	Unit 1 (F/503/7780)

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
1. Know how to prepare the fork lift truck for driving or manoeuvring	<p>1.1. Explain the relevant organisational policies and procedures for preparing the fork lift truck in logistics operations that relate to:</p> <ul style="list-style-type: none"> • health, safety and security • personal protective equipment • legal requirements • operating requirements 	<p>Explanation of four legal and/or safety elements (in relevant organisational policies and procedures) for preparing the fork lift truck for operation.</p> <p>To include four examples from the following:</p> <ul style="list-style-type: none"> • Health and Safety at work Act • Protection systems (FOPS) (ROPS) • LOLER • PUWER • ACOP – rider-operated lift trucks – operator training and safe use • PPE appropriate to the environment • Operating requirements • Capacity plate or safe working load (SWL)
	<p>1.2. Explain how to check that the fork lift truck has sufficient fuel or energy for the task or shift</p>	<p>Explain one procedure according to the manufacturer’s handbook and the fuel used by the truck:</p> <ul style="list-style-type: none"> • Liquefied petroleum gas (LPG) powered trucks • Refuelling from bulk PLG tanks • Diesel • Electric/battery powered trucks

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	<p>1.3. Explain the operation of the fork lift trucks' instruments and controls to include:</p> <ul style="list-style-type: none"> • How to check the vehicle systems • How to check instruments, controls, gauges and vehicle systems • Position of forks and or attachments for the load or travelling • Indications of electrical or mechanical problems 	<p>Explain a pre start check to include:</p> <ul style="list-style-type: none"> • Overall condition • Starting devices • Steering • Brakes independent and parking • Clutch • Controls, lights indicators, horn, screen wipers/washers, heating • Engine speed control • Gear selection • Gauges and warning lights/safety controls • Hydraulic controls • Fork operations • Dead man's seat
	<p>1.4. Explain the responsibilities of the fork lift truck driver for the fork lift truck and the load</p>	<p>Explain three responsibilities of the lift truck driver that may include:</p> <ul style="list-style-type: none"> • Responsible for the correct operation of the truck in line with legal requirements • Check of working area/site • Pre start checks of fork lift • Understanding the site rules • Loading and handling procedures • Awareness of the area you are working in along with the people in that area
	<p>1.5. Explain the organisational procedures for reporting defects including information on previously reported problems with the fork lift truck</p>	<p>Explain two organisational procedures for reporting FLT defects:</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • Defect form, check sheet, maintenance log • Service card for lift truck • Line manager/supervisor verbal or written report

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	1.6. Explain how to obtain information on previously reported problems with the fork lift truck	Give details of how and where to find information on previously reported problems. Examples may include: <ul style="list-style-type: none"> • Defect form, check sheet, maintenance log • Service card for lift truck • Line manager/supervisor
	1.7. Explain which person(s) is officially responsible for allocating equipment or task	Learner to explain who is responsible for allocating equipment or tasks <ul style="list-style-type: none"> • the supervisor/line manager or other appropriate person
	1.8. Identify problems that can occur when preparing the fork lift truck for driving or manoeuvring	Give two problems that can occur when preparing lift trucks in the area of: <ul style="list-style-type: none"> • Mechanical problems • Unsafe conditions
	1.9. Explain the appropriate action to take, in order to deal with identified problems	Outline the relevant action to take, to deal with two identified problems for: <ul style="list-style-type: none"> • Mechanical problems • Unsafe conditions

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
<p>2. Be able to prepare the fork lift truck for driving or manoeuvring.</p>	<p>2.1. Follow all relevant organisational policies and procedures for preparing the fork lift truck in logistics operations that relate to:</p> <ul style="list-style-type: none"> • health, safety and security • personal protective equipment • legal requirements • operating requirements 	<p>Be able to demonstrate use of four Legal and/or safety elements (in relevant organisational policies and procedures) for preparing the fork lift truck for operation.</p> <p>To include:</p> <ul style="list-style-type: none"> • Health and Safety at work Act • Protection systems (FOPS) (ROPS) • LOLER • PUWER • ACOP – rider-operated lift trucks – operator training and safe use • PPE appropriate to the environment • Operating requirements • Capacity plate or safe working load (SWL)
	<p>2.2. Check the fork lift truck has sufficient fuel or energy for the task or shift</p>	<p>Carry out one procedure according to manufacturer’s handbook and to the fuel used by the truck:</p> <ul style="list-style-type: none"> • Liquefied petroleum gas (LPG) powered trucks • Refuelling from bulk PLG tanks • Diesel • Electric/battery powered trucks

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	2.3. Check the fork lift truck systems to ensure the fork lift truck complies with operational and legal requirements	Carry out operator safety observation and pre start checks that may include: <ul style="list-style-type: none"> • Manufacturer's instructions • Service card for lift truck • Controls • Gauges and warning lights • Parking brake • Fork carriage, tilt, wear • Oil leaks • Stabilising systems • Attachments • Horn, reversing alarm • Audible warning devise • Lights and indicators • Steering systems • Tyres • Dead man's seat
	2.4. Carry out adjustments to optimise control, observation and comfort	Carry out checks from the seat that may include: <ul style="list-style-type: none"> • Operators seat/seatbelt, tension of backrest • Adjust and clean window and mirrors • Adjust steering wheel • Controls • Audible/visual checks • Operating position
	2.5. Check that any ancillary attachments are in working order	Examine forks (or attachments) for damage and that they are secure and evenly spaced.
	2.6. Position fork lift truck and any attachments used in an authorized position, location or parking bay as appropriate when not in use	The learner positions the lift truck and any attachments used in an correct position and location (parking bay) when not in use

Unit Title:	Operate, move or manoeuvre the fork lift truck
Unit Level:	2
Unit Credit Value:	2
Unit Reference Number:	Unit 2 (J/503/7781)

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
3. Know how to operate, move or manoeuvre the fork lift truck	1.1. Explain the relevant organisational policies and procedures for operating, moving or manoeuvring the fork lift truck in logistics operations that relate to: <ul style="list-style-type: none"> • health, safety and security • personal protective equipment • legal requirements • operating requirements • different locations • different loads • theft or damage to truck and/or load 	Explanation of relevant policies and procedures for operating a lift truck. To include one example from each area: <ul style="list-style-type: none"> • Legal requirements, LOLER, PUWER, HSWA • ACOP – rider-operated lift trucks – operator training and safe use • PPE appropriate to the environment • Operating requirements • Different locations, effect of stability of machine • Different load characteristics • Theft or damage to truck and/or load
	1.2. Explain the observations required for operating, moving or manoeuvring the fork lift truck	Explanation of observation: <ul style="list-style-type: none"> • Assess the weight of the load • Look in the direction of travel • Appropriate use of mirrors • All round checks before moving off • Drive at a safe speed • Assess the site - operating over wet, muddy, icy and rough surfaces
	1.3. Explain how different audible and/or visual warning devices are used	Learner to explain: <ul style="list-style-type: none"> • The function and purpose of the safe load indicator • Other warning devices (relevant to the machine they are using) and their function and purpose

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	1.4. Describe the risks associated with driving, moving or manoeuvring the fork lift truck at different locations	The learner to describe four risks: <ul style="list-style-type: none"> • Obstructions • Pedestrians • Exclusion zones • Height/width restrictions – including Overhead Power lines • Possible collisions • Ground conditions • Other vehicles or plant • Blind corners
	1.5. Explain the factors that can affect the stability of the fork lift truck	Learner to give: <p>four examples of sideways instability (lateral):</p> <ul style="list-style-type: none"> • turning at speed • soft tyres • uneven ground • turning on a slope • carrying load too high • load not central • driving at speed <p>four examples of longitudinal instability:</p> <ul style="list-style-type: none"> • exceeding safe working load • forks not fully inserted • travelling downhill the wrong way • incorrect use of tilt
	1.6. Describe how to identify damage or deterioration in the condition of the load	Learner to explain how to identify: <ul style="list-style-type: none"> • damage of the load • deterioration /condition of load
	1.7. Identify problems that can occur when driving, moving or manoeuvring the fork lift truck	Give two problems that can occur when driving, moving or manoeuvring the lift truck: <ul style="list-style-type: none"> • Unsafe conditions • Load conditions

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	1.8. Explain the appropriate action to take, in order to deal with identified problems	Outline the relevant action to take to deal with the two identified problems above for: <ul style="list-style-type: none"> • Unsafe conditions • Load conditions
4. Be able to operate, move or manoeuvre the fork lift truck	2.1. Follow all relevant organisational policies and procedures for operating, moving or manoeuvring the fork lift truck in logistics operations that relate to: <ul style="list-style-type: none"> • health, safety and security • personal protective equipment • legal requirements • operating requirements • different locations • different loads • theft or damage 	Be able to demonstrate use of four Legal and/or safety elements (in relevant organisational policies and procedures) for operating, moving and manoeuvring the fork lift truck for operation. <p>To include:</p> <ul style="list-style-type: none"> • Health and Safety at work Act • Protection systems (FOPS) (ROPS) • LOLER • PUWER • ACOP – rider-operated lift trucks – operator training and safe use • PPE appropriate to the environment • Operating requirements • Different locations, effect of stability of machine • Different load characteristics • Theft or damage to truck and/or load
	2.2. Undertake a visual risk assessment of the working area	The learner is to carry out a visual check of the work area and identify any hazards: <ul style="list-style-type: none"> • To walk the site and remove or note any hazards • Confirm the ground conditions are appropriate for the operation • Report any conditions which are unsuitable

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	2.3. Check visual aids to ensure all round vision	Learner to check: <ul style="list-style-type: none"> • Windows are clean • Mirrors are adjusted and clean • Adjust seat to ensure all round vision
	2.4. Mount the equipment safely making appropriate adjustments to the controls	Learner to mount the lift truck correctly: <ul style="list-style-type: none"> • Use foot and hand not steering wheel • Adjust steering wheel • Check controls
	2.5. Position forks or attachments for loading or travelling	Learner to position the forks appropriate for the machine
	2.6. Undertake correct observations	<ul style="list-style-type: none"> • Looks over shoulder before moving off • Looks in direction of travel • Looks out for obstructions
	2.7. Operate, move or manoeuvre the fork lift truck smoothly maintaining stability of both fork lift truck and load	Learner operates lift truck by: <ul style="list-style-type: none"> • Smooth operation • Maintains stability of lift truck • Maintains stability of load • Uses appropriate speed
	2.8. Negotiate inclines and declines in a manner that will maintain the stability of both fork lift truck and the load	Learner correctly negotiates includes and declines to maintain stability of the lift truck and the load: <ul style="list-style-type: none"> • Use safe speed • Uses controlled braking • Load first uphill/load last downhill • Avoids turning across slopes

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	2.9. Locate a suitable space for turning, aligning the pivot and reference points	Learner positions truck correctly to carry out: <ul style="list-style-type: none"> • 90 degree left turn • 90 degree right turn • Maintains stability of load • Does not cause damage to work area, truck or load during turning
	2.10. Turn the fork lift truck in a manner that will maintain the stability of both fork lift truck and the load	Learner: <ul style="list-style-type: none"> • Turns truck at appropriate speed • Does not hit anything with load or truck • Forks at appropriate height
	2.11. Stop the fork lift truck in a manner that will maintain the stability of both fork lift truck and the load	Learner to stop the truck appropriately: <ul style="list-style-type: none"> • Safe smooth stop • Maintaining truck stability • Maintain stability of the load
	2.12. Position the fork lift truck and any attachments used in an authorized position, location or parking bay as appropriate when not in use	The learner positions the lift truck and any attachments used in an correct position and location (parking bay) when not in use: <ul style="list-style-type: none"> • Forks at ground level • Fork tips pointing down • Lift forks/attachment facing the wall • Positions lift truck so as not to cause any obstruction to other vehicles or pedestrians
	2.13. Dismount the fork lift truck safely	The learner will: <ul style="list-style-type: none"> • Apply handbrake • Transmission in neutral • Key out • Dismount using correct foot and hand holds • Dismount on correct side of machine

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	2.14. Record all work according to organisational requirements	Learner to complete the appropriate paperwork to record the operations that have taken place and the condition of the lift truck

Unit Title:	Select, transfer and position loads using a fork lift truck
Unit Level:	2
Unit Credit Value:	2
Unit Reference Number:	Unit 3 (L/503/7782)

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
5. Know how to select, transfer and position loads using a fork lift truck	1.1. Explain the relevant organisational policies and procedures for selecting, transferring and positioning loads using the fork lift truck that relate to: <ul style="list-style-type: none"> health, safety and security personal protective equipment legal requirements lifting systems different locations different loads 	Explanation of relevant policies and procedures for operating a lift truck. To include one example from each area: <ul style="list-style-type: none"> Legal requirements, LOLER, PUWER, HSWA ACOP – rider-operated lift trucks – operator training and safe use PPE appropriate to the environment Operating requirements Different locations, effect of stability of machine Different load characteristics
	1.2. Explain how to ensure the load is safe for the operation	The learner to explain what to check to make sure load is safe: <ul style="list-style-type: none"> Check the load Check location of load Determine load condition Determine load weight is appropriate for lift capacity

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	1.3. Explain how to set the forks or attachments to ensure the stability and security of the load	<p>The learner to explain:</p> <ul style="list-style-type: none"> • Forks should be equal distance apart • forks set at an appropriate height • load is central to forks • forks are appropriate length for load/pallet
	1.4. Explain factors that can affect the stability of the fork lift truck when engaged in selecting, transferring and positioning loads	<p>Learner to give:</p> <p>Four examples of sideways instability (lateral):</p> <ul style="list-style-type: none"> • turning at speed • soft tyres • uneven ground • turning on a slope • carrying load too high • load not central • driving at speed <p>Four examples of longitudinal instability:</p> <ul style="list-style-type: none"> • exceeding safe working load • forks not fully inserted • travelling downhill the wrong way • incorrect use of tilt
	1.5. Explain the dangers of overloading the fork lift truck	<p>The learner to give two examples of the dangers in overloading the lift truck:</p> <ul style="list-style-type: none"> • Instability of the lift truck – lateral or longitudinal • Excess strain on truck components • Damage to lift truck
	1.6. Identify problems that can occur when selecting, transferring and positioning loads using a fork lift truck	<p>Give two problems that can occur when selecting, transferring and positioning loads:</p> <ul style="list-style-type: none"> • Unsafe conditions • Load conditions

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	1.7. Explain the appropriate action to take, in order to deal with identified problems	Outline the relevant action to take to deal with the two identified problems above for: <ul style="list-style-type: none"> • Unsafe conditions • Load conditions
6. Be able to operate, move or manoeuvre the fork lift truck	2.1. Follow all organisational policies and procedures for selecting, transferring and positioning the fork lift truck that relate to: <ul style="list-style-type: none"> • health, safety and security • personal protective equipment • legal requirements • fork lift operating systems • different locations • different loads 	Be able to demonstrate use of four Legal and/or safety elements (in relevant organisational policies and procedures) for selecting, transferring and positing the fork lift truck. To include: <ul style="list-style-type: none"> • Health and Safety at work Act • Protection systems (FOPS) (ROPS) • LOLER • PUWER • ACOP – rider-operated lift trucks – operator training and safe use • PPE appropriate to the environment • Operating requirements • Different locations, effect of stability of machine • Different load characteristics
	2.2. Identify the correct load	The learner identifies the correct load
	2.3. Check the load is safe for the operation	The learner checks the load is safe by checking: <ul style="list-style-type: none"> • Condition of the load • Condition of the pallet/stillage • Location and position of load
	2.4. Set forks and/or attachments to ensure the stability of the load	Forks are adjusted and set for the load

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	2.5. Position the load for transportation	<ul style="list-style-type: none"> • Load is positioned centrally on forks • Forks set at appropriate height for travelling • Load positioned to enable learner to see where they are going
	2.6. Check the stability and security of the load during positioning and transportation	The learner visually checks the stability and security of the load throughout the activity.
	2.7. Operate the vehicle controls to maintain the safety, security of yourself, the fork lift truck and others	The learner operates the controls appropriate to maintain the safety and security of the truck, themselves and others in the vicinity.
	2.8. Communicate effectively	<p>The learner communicates effectively throughout activity</p> <ul style="list-style-type: none"> • With banksman as appropriate • With other colleagues as appropriate • Uses appropriate warning devices
	2.9. Check that the safety and security of the load is maintained during transfer	The learner visually checks the stability and security of the load throughout the activity.
	2.10. Check that the location allocated for the load is suitable	<p>Learner to check:</p> <ul style="list-style-type: none"> • The location is appropriate for the load • Enough size • Appropriate height
	2.11. Set the load down in the correct position and location safely	<p>Learner places load:</p> <ul style="list-style-type: none"> • In correct location • Load is positioned safely • When setting down load does not cause damage to load or work area or other loads • Forks withdrawn without damaging the load

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	2.12. Record all work according to organisational requirements	Learner to complete the appropriate paperwork to record the operations that have taken place and the condition of the load and lift truck

Unit Title:	Undertake post operational checks for fork lift trucks
Unit Level:	2
Unit Credit Value:	1
Unit Reference Number:	Unit 6 (D/503/7785)

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
7. know how to undertake post operational checks for a fork lift truck	<p>1.1. Explain the relevant organisational policies and procedures for undertaking post-operational checks for the fork lift truck that relate to:</p> <ul style="list-style-type: none"> • health, safety and security • personal protective equipment • legal requirements • lifting systems 	<p>Explanation four key elements (in relevant organisational policies and procedures) for undertaking post-operational checks for the fork lift truck that relate to:</p> <ul style="list-style-type: none"> • Health and Safety at work Act • LOLER • PUWER • ACOP – rider-operated lift trucks – operator training and safe use • PPE appropriate to the environment you are operating in to include footwear, gloves and overalls, may also include hard hat, protective eye wear

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	1.2. Identify information relating to daily, weekly and/or monthly maintenance checks	The learner gives two examples for each of the following maintenance check requirements: <ul style="list-style-type: none"> • Daily • Weekly • Monthly
	1.3. Explain how to carry out required post operational checks	The learner describes how to carry out post operation checks. <ul style="list-style-type: none"> • States what to look out for • Wear and tear • Check machine for faults • Reference to the operator manual
	1.4. Identify problems that can occur when undertaking post operational checks for a fork lift truck	Give two problems that can occur when undertaking post operation checks: <ul style="list-style-type: none"> • Mechanical problems • Unsafe conditions
	1.5. Explain the appropriate action to take, in order to deal with identified problems	Outline the relevant action to take to deal with the two identified problems above <ul style="list-style-type: none"> • Mechanical problems • Unsafe conditions
8. Be able to undertake post operational checks for fork lift trucks	2.1. Follow all organisational policies and procedures for undertaking post-operational checks for the fork lift truck that relate to: <ul style="list-style-type: none"> • health, safety and security • personal protective equipment • legal requirements • fork lift operating systems 	Be able to demonstrate use of undertaking post-operational checks for the fork lift truck that relate to four of the following areas: <ul style="list-style-type: none"> • Health and Safety at work Act • LOLER • PUWER • ACOP – rider-operated lift trucks – operator training and safe use • PPE appropriate to the environment you are operating in to include footwear, gloves and overalls, may also include hard hat, protective eye wear

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	2.2. Undertake the routine checks that must be carried out after using the fork lift truck	The learner to carry out the routine checks after using the lift truck: <ul style="list-style-type: none"> • Check machine for faults • Reference to the operator manual
	2.3. Check that the regulations relating to the fork lift truck are met	Learner checks that: <ul style="list-style-type: none"> • The lift truck has had required service and maintenance inspections and checks • The lift truck has appropriate up to date LOLER Inspection tickets • If used on the road it is road legal and road worthy
	2.4. Demonstrate how to complete post operational checks according to operational and organisational procedures	Learner carries out and records the post operation checks
	2.5. Position the fork lift truck and any attachments used in an authorised position, location or parking bay as appropriate when not in use	The learner positions the lift truck correctly. <ul style="list-style-type: none"> • In the correct area • Forks at ground level • Fork tips tilted forward • Lift truck does not cause an obstruction • Lift truck facing appropriate
	2.6. Record all work according to organisational procedures	Learner to complete the appropriate paperwork to record the post operations checks have taken place

Unit Title:	Load the container, vehicle, vessel or craft using a fork lift truck
Unit Level:	2
Unit Credit Value:	3
Unit Reference Number:	Unit 4 (R/503/7783)

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
9. Know how to load the container, vehicle, vessel or craft using a fork lift truck	1.1. Explain the relevant organisational policies and procedures for loading the container, vehicle, vessel or craft that relate to: <ul style="list-style-type: none"> • health, safety and security • personal protective equipment • legal requirements • lifting systems • different locations • different containers, vehicles, vessels or craft • different loads 	<p>Explanation of relevant policies and procedures for operating a lift truck to load a container, vehicle, vessel or craft.</p> <p>To include one example from each area:</p> <ul style="list-style-type: none"> • Legal requirements, LOLER, PUWER, HSWA • ACOP – rider-operated lift trucks – operator training and safe use • PPE appropriate to the environment • Operating requirements • Different locations, effect of stability of machine • Different containers, vehicles, vessels or craft • Different load characteristics
	1.2. Explain how to ensure the load is safe for the operation	<p>The learner to explain what to check to make sure load is safe:</p> <ul style="list-style-type: none"> • Check the load • Check location of load • Determine load condition • Determine load weight is appropriate for lift capacity
	1.3. Explain how to set the forks or attachments to ensure the stability and security of the load	<p>The learner to explain:</p> <ul style="list-style-type: none"> • Forks should be equal distance apart • forks set at an appropriate height • load is central to forks • forks are appropriate length for load/pallet

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	1.4. Explain factors that can affect the stability of the fork lift truck when engaged in loading the container, vehicle, vessel or craft	Learner to give: Four examples of sideways instability (lateral): <ul style="list-style-type: none"> • turning at speed • soft tyres • uneven ground • turning on a slope • carrying load too high • load not central • driving at speed Four examples of longitudinal instability: <ul style="list-style-type: none"> • exceeding safe working load • forks not fully inserted • travelling downhill the wrong way • incorrect use of tilt
	1.5. Explain the dangers of overloading the fork lift truck	The learner to give two examples of the dangers in overloading the lift truck: <ul style="list-style-type: none"> • Instability of the lift truck – lateral or longitudinal • Excess strain on truck components • Damage to lift truck
	1.6. Explain load restrictions for the container, vehicle, vessel or craft	The learner to give two examples of load restrictions: <ul style="list-style-type: none"> • Type of load • Stability of vehicle/vessel • Destination of load • Time and distance
	1.7. Explain factors that can affect loading and delivery sequences	The learner to give two factors that can affect loading and delivery sequences: <ul style="list-style-type: none"> • Stability of vehicle/vessel • Multi-drop delivery • Live loads

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	1.8. Explain the dangers of overloading the container, vehicle, vessel or craft	<p>The learner to give two examples of the dangers of overloading the container, vehicle, vessel or craft:</p> <ul style="list-style-type: none"> • Instability of the vehicle/vessel/craft • Deterioration of the load • Contravening legislative and regulations affecting weight of containers, vehicles, vessels and craft
	1.9. Identify problems that can occur when loading the container, vehicle, vessel or craft using a fork lift truck	<p>Give two problems that can occur when loading a container, vehicle, vessel or craft:</p> <ul style="list-style-type: none"> • Unsafe conditions • Load conditions
	1.10. Explain the appropriate action to take, in order to deal with identified problems	<p>Outline the relevant action to take to deal with the two identified problems above for:</p> <ul style="list-style-type: none"> • Unsafe conditions • Load conditions

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
<p>10. Be able to operate, move or manoeuvre the fork lift truck</p>	<p>2.1. Follow organisational policies and procedures for loading the container, vehicle, vessel or craft using the fork lift truck that relate to:</p> <ul style="list-style-type: none"> • health, safety and security • personal protective equipment • legal requirements • fork lift operations • different locations • different containers, vehicles, vessels or craft • different loads 	<p>Be able to demonstrate use of four legal and/or safety elements (in relevant organisational policies and procedures) for loading a container, vehicle, vessel or craft.</p> <p>To include:</p> <ul style="list-style-type: none"> • Health and Safety at work Act • Protection systems (FOPS) (ROPS) • LOLER • PUWER • ACOP – rider-operated lift trucks – operator training and safe use • PPE appropriate to the environment • Operating requirements • Different locations, effect of stability of machine • Different types of vehicle, vessel or craft • Different load characteristics
	<p>2.2. Identify the correct container, vehicle, vessel or craft to be loaded</p>	<p>The learner identifies the correct container, vehicle, vessel or craft to be loaded</p>
	<p>2.3. Identify the correct load</p>	<p>The learner identifies the correct load</p>
	<p>2.4. Check the load is safe for the operation</p>	<p>The learner checks the load is safe by checking:</p> <ul style="list-style-type: none"> • Condition of the load • Condition of the pallet/stillage • Location and position of load
	<p>2.5. Set forks and /or attachments to ensure the stability of the load</p>	<p>Fork are adjusted and set for the load</p>
	<p>2.6. Check the stability and security of the load during positioning and loading the container, vehicle, vessel or craft</p>	<p>The learner visually checks the stability and security of the load throughout the activity</p>

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	2.7. Ensure the load and container, vehicle, vessel or craft are compatible	The learner will visually check that the container, vehicle, vessel or craft is compatible with the load
	2.8. Maintain the safety, security of yourself, the fork lift truck and others when manoeuvring the fork lift truck	<p>The learner operates the lift truck to maintain the safety and security of the truck, themselves and others in the vicinity by:</p> <ul style="list-style-type: none"> • Using appropriate speed • Uses audible and visual warning signals as necessary • Carries out all round observation throughout the activity
	2.9. Operate the fork lift truck controls to maintain the safety, security of yourself, the fork lift truck and others	The learner operates the controls appropriate to maintain the safety and security of the truck, themselves and others in the vicinity.
	2.10. Communicate effectively	<p>The learner communicates effectively throughout activity:</p> <ul style="list-style-type: none"> • With banksman as appropriate • With other colleagues as appropriate • Uses appropriate warning devices
	2.11. Check that the safety and security of the load is maintained during transfer	The learner visually checks the stability and security of the load throughout the activity.
	2.12. Set the load down safely in the correct position and location	<p>Learner places load:</p> <ul style="list-style-type: none"> • In correct location • Load is positioned safely • When setting down load does not cause damage to load or work area or other loads • Forks withdrawn without damaging the load

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	2.13. Load the container, vehicle, vessel or craft in the appropriate manner for the type of load or delivery sequence	The learner loads the container, vehicle, vessel or craft using the correct sequence for delivery and or stability of the vehicle, vessel and the load
	2.14. Record all work according to organisational requirements	Learner to complete the appropriate paperwork to record the operations that have taken place and the condition of the load and lift truck

Unit Title:	Unload the container, vehicle, vessel or craft using a fork lift truck
Unit Level:	2
Unit Credit Value:	3
Unit Reference Number:	Unit 5 (Y/503/7784)

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
11. Know how to unload the container, vehicle, vessel or craft using a fork lift truck	1.1. Explain the relevant organisational policies and procedures for unloading the container, vehicle, vessel or craft that relate to: <ul style="list-style-type: none"> • health, safety and security • personal protective equipment • legal requirements • lifting systems • different locations • different containers, vehicles, vessels or craft • proof of delivery systems 	<p>Explanation of relevant policies and procedures for operating a lift truck to unload a container, vehicle, vessel or craft.</p> <p>To include one example from each area:</p> <ul style="list-style-type: none"> • Legal requirements, LOLER, PUWER, HSWA • ACOP – rider-operated lift trucks – operator training and safe use • PPE appropriate to the environment • Operating requirements • Different locations, effect of stability of machine • Different containers, vehicles, vessels or craft • Proof of delivery systems
	1.2. Explain how to ensure the load is safe for the operation	<p>The learner to explain what to check to make sure load is safe:</p> <ul style="list-style-type: none"> • Check the load • Check location of load • Determine load condition • Determine load weight is appropriate for lift capacity
	1.3. Explain how to set the forks or attachments to ensure the stability and security of the load	<p>The learner to explain:</p> <ul style="list-style-type: none"> • Forks should be equal distance apart • forks set at an appropriate height • load is central to forks • forks are appropriate length for load/pallet

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	1.4. Explain factors that can affect the stability of the fork lift truck when engaged in unloading the container, vehicle, vessel or craft	Learner to give: Four examples of sideways instability (lateral): <ul style="list-style-type: none"> • turning at speed • soft tyres • uneven ground • turning on a slope • carrying load too high • load not central • driving at speed Four examples of longitudinal instability: <ul style="list-style-type: none"> • exceeding safe working load • forks not fully inserted • travelling downhill the wrong way • incorrect use of tilt
	1.5. Explain how the container, vehicle, vessel or craft should be prepared for loading	Learner to explain how the container, vehicle, vessel or craft should be prepared for loading. <ul style="list-style-type: none"> • It should be in a safe and secure location • It is secured and stable for loading • In a suitable condition, e.g. clean
	1.6. Explain the dangers of overloading the fork lift truck	The learner to give two examples of the dangers in overloading the lift truck: <ul style="list-style-type: none"> • Instability of the lift truck – lateral or longitudinal • Excess strain on truck components • Damage to lift truck
	1.7. Identify the person responsible for receiving the load	The learner to state who is responsible for receiving the load: <ul style="list-style-type: none"> • Supervisor • Site/section manager • Logistics manager

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	1.8. Identify problems that can occur when unloading a container, vehicle, vessel or craft using a fork lift truck	Give two problems that can occur when unloading a container, vehicle, vessel or craft: <ul style="list-style-type: none"> • Unsafe conditions • Load conditions • Container, vehicle, vessel or craft conditions
	1.9. Explain the appropriate action to take, in order to deal with identified problems	Outline the relevant action to take to deal with the two identified problems above for: <ul style="list-style-type: none"> • Unsafe conditions • Load conditions • Container, vehicle, vessel or craft conditions
12. Be able to unload the container, vehicle, vessel or craft using a fork lift truck	2.1. Follow all organisational policies and procedures for unloading the container, vehicle, vessel or craft using the fork lift truck that relate to: <ul style="list-style-type: none"> • health, safety and security • personal protective equipment • legal requirements • fork lift operations • different locations • different containers, vehicles, vessels or craft • proof of delivery systems 	Be able to demonstrate use of four legal and/or safety elements (in relevant organisational policies and procedures) for unloading a container, vehicle, vessel or craft. <p>To include:</p> <ul style="list-style-type: none"> • Health and Safety at work Act • Protection systems (FOPS) (ROPS) • LOLER • PUWER • ACOP – rider-operated lift trucks – operator training and safe use • PPE appropriate to the environment • Operating requirements • Different locations, effect of stability of machine • Different types of vehicle, vessel or craft • Different proof of delivery systems
	2.2. Identify the correct container, vehicle, vessel or craft to be unloaded	The learner identifies the correct container, vehicle, vessel or craft to be unloaded

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	2.3. Identify the correct load	The learner identifies the correct load
	2.4. Check the load is safe for the operation	The learner checks the load is safe by checking: <ul style="list-style-type: none"> • Condition of the load • Condition of the pallet/stillage • Location and position of load
	2.5. Set forks and /or attachments to ensure the stability of the load	Forks are adjusted and set for the load
	2.6. Communicate effectively	The learner communicates effectively throughout activity <ul style="list-style-type: none"> • With banksman as appropriate • With other site staff and colleagues as appropriate • Uses appropriate warning devices
	2.7. Maintain the safety, security of yourself, the fork lift truck and others when manoeuvring the fork lift truck	The learner operates the lift truck to maintain the safety and security of the truck, themselves and others in the vicinity by: <ul style="list-style-type: none"> • Using appropriate speed • Uses audible and visual warning signals as necessary • Carries out all round observation throughout the activity
	2.8. Unload the container, vehicle, vessel or craft according to the plan and in the appropriate manner for the type of load	The learner unloads the container, vehicle, vessel or craft using the correct sequence for delivery and or stability of the vehicle, vessel and the load
	2.9. Check the stability and security of the load during the unloading of the container, vehicle, vessel or craft	The learner visually checks the stability and security of the load throughout the activity.

Learning outcomes The learner will:	Assessment criteria The learner can:	Assessment guidance
	2.10. Operate the fork lift truck controls to maintain the safety, security of yourself, the fork lift truck and others	The learner operates the controls appropriate to maintain the safety and security of the truck, themselves and others in the vicinity.
	2.11. Check that the safety and security of the load is maintained during the unloading	The learner visually checks the stability and security of the load throughout the activity.
	2.12. Set the load down safely in the correct position and location	Learner places load: <ul style="list-style-type: none"> • In correct location • Load is positioned safely • When setting down load does not cause damage to load or work area or other loads • Forks withdrawn without damaging the load
	2.13. Record all work according to organisational requirements	Learner to complete the appropriate paperwork to record the operations that have taken place and the condition of the load and lift truck

6 How is this qualification delivered?

6.1 Delivery

Delivery is through Lantra providers that are approved to deliver this Qualification. This Qualification will be based in a variety of situations which will include the working environment. Each unit will carry its own assessment requirements and/or guidance which will be fit for purpose and will enable the learning outcomes and assessment criteria within the unit of assessment to be clearly demonstrated and measured. Depending upon the assessment criteria for each unit, methods of assessment will include portfolio of evidence, oral questioning and observations of practical demonstrations.

6.2 Delivery in the UK

This qualification is approved for delivery in the United Kingdom. Ofqual regulates the qualification in England, Northern Ireland and Wales.

Although QCF qualifications are not regulated in Scotland, they are available to anyone who wishes to use them. Lantra makes no distinction between providers and learners in Scotland and those elsewhere.

Upon approval, Providers will be issued with a username and password which will provide access to Quartzweb. A user guide is provided in the member login area which contains instructions on how to register learners and claim certificates. Please refer to your approval letter for details on how to access Quartzweb.

6.3 Who can deliver this qualification?

Only Lantra approved Providers can deliver this qualification. A Provider approval visit must take place before any registrations are permitted and before any assessment takes place. Only after a recommendation for approval has been received from the appointed EQA, will a provider be permitted to deliver assessment for this qualification. Please contact Lantra's Operations Team via qualityandstandards@lantra.co.uk for information on how to apply for a Provider approval visit.

6.4 How is the assessment recorded?

This qualification is a Competency Based Qualification therefore evidence of assessment indicating the Learner's competence must be collected, assessed, recorded and internally quality assured. The evidence and the associated assessment and internal quality assurance decisions will then be externally quality assured by Lantra.

The evidence should be collated into a portfolio. Lantra does not prescribe the format of a portfolio and it can be either paper based or electronic.

The minimum documentation that an External Quality Assurer (EQA) would expect to see in a portfolio is;

- **Photographic ID of the learner** (e.g. passport/driving licence)
- **Registration information**
- **Individual Learning Plan**
- **Policies** (or a declaration signed and dated by the learner that they have read and understood the policies and know where to access them)
- **Qualification and unit information**
- **Recognition of Prior Learning (RPL)**
 - Certificates with mapping to the respective Learning Outcomes (LOs) and Assessment Criteria (ACs) (you should only need to do this once)
- **Evidence**
 - Assessment Records of practical performance (Suggested sample documents supplied)
 - Question/Answer papers (Suggested sample document supplied)
 - Video of practical performance (must be of a real working environment)
- **Assessment decisions**
- **Internal quality assurance decisions**
- **Assessor feedback to the learner**
- **Development Plan** (where applicable)

Where suggested sample documents are supplied, these are not mandatory; however they have been developed to ensure that they map directly to the LOs and ACs of the applicable unit(s) and the ConstructionSkills Consolidated Assessment Strategy for Plant Operations and Lifting Operations. If you choose to develop your own evidence and decision recording systems, these must be mapped to the LOs and ACs of the applicable unit(s) and the ConstructionSkills Consolidated Assessment Strategy for Plant Operations and Lifting Operations and must be approved by your EQA before they are to be used as a record of assessment.

6.5 Funding

Approved qualifications may be eligible for funding from either the Education Funding Agency (EFA) or the Skills Funding Agency (SFA), or equivalent bodies in Wales and Northern Ireland. The qualification is listed on The Register of Regulated Qualifications and the Learning Aim Reference Service (LARS). Funding may be available to organisations which meet the requirements of the relevant agency.

6.6 Costs

The fees for this qualification and associated units are detailed in the Product Directory. Fees are subject to review so please ensure you check for the current fee before registering learners. For a current list of all Provider approval, learner registration charges and quality assurance charges please access the published fees list on the Lantra website.

6.7 Certification

6.7.1 Claiming certification

Once a learner has met all of the assessment criteria, and recommendation for certification has been received from the appointed EQA, certificates will be issued by Lantra for Providers to distribute to individual learners. Providers can also register learners for a skills card if this is required.

Providers should be aware that learner certification may be withdrawn if assessment is non-compliant. Lantra will support Providers when requirements are not met by implementing sanctions; developing action plans; providing recommendations.

6.7.2 Skills card

If the learner requires a skills card, they must supply their Provider with two passport-sized photographs before the assessment starts. The Provider must verify that the photo is of the learner being assessed, either by signing the back or by emailing the digital photograph to qualifications@lantra.co.uk containing the following statement; *'I certify that this is a true likeness of [learner's full name]'*. The email should include the Provider name, the qualification title, the date of assessment and the learner's full name.

6.7.3 Direct claims status

Direct claims status enables Providers to claim certification directly without the need for an EQA visit to take place. Initially a claim by a new Provider can only be made after an EQA has conducted a visit, approximately 6 months following Provider approval.

Where an EQA identifies a programme is running successfully, recommendation may be made to award the Provider direct claims status. Where this is granted the Provider must retain all assessment evidence until the EQA has quality assured the work as meeting the required standard. Direct claims status may be withdrawn if access is not given to completed learners' evidence where certificates have already been claimed.

A system must operate within the Provider to ensure all assessors assess to the required standard. An Internal Quality Assurer (IQA) will be required to observe each assessor, retaining evidence of observations which must be made available during EQA visits. The EQA may request to sample the process and observe assessors. If the EQA is not confident with how the Provider is operating they may recommend the withdrawal of direct claims status.

Should a Provider be imposed with a Level 2 sanction, direct claims status will automatically be removed. Further information on sanctions can be found in the Guidance Handbook for Corporate and Standard Providers.

6.7.4 Replacement certification and skills card

Lantra will issue a replacement certificate and/or skills card if a learner loses the original, provided that the learner can provide proof of identity (for example, birth certificate, wedding certificate, driving licence) and can give details of the Provider they were registered with. Lantra will check all claims for replacement certificates against the original certificate claim form. The Provider may be contacted for authentication. The certificate will be clearly marked as a replacement. There is a fee for all replacement certificates and skills cards; contact Lantra for the current fee.

6.8 Complaints

The Lantra Complaints Procedure is published in the Provider Agreement; and a copy of the procedure is available on the Lantra website.

6.9 Appeals

Lantra has an enquiries policy and appeals procedure that can be used in for this circumstance. There are fees for enquiries and appeals, which will be refunded in full if the appeal is upheld or if a learner's results are changed as a result of an enquiry. See the Lantra Policies document, available on the Lantra website.

6.10 Malpractice

Where malpractice is suspected, especially where there is doubt on the integrity of the assessment process, Lantra will immediately suspend further certification claims whilst an investigation is carried out. The regulatory authorities will be notified of any investigations and their outcome. You will be required to provide information about the suspected malpractice and the circumstances surrounding the matter. You should also refer to the malpractice procedure in the Lantra Policies Document for information about how Lantra investigates such cases.

6.11 Recognition of prior learning (RPL)

RPL is defined as 'A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.'

It is important that Providers make it clear to learners that the RPL process is associated with how the learner has acquired the knowledge, understanding or skills; it does not mean the learner is exempt from the assessment.

It is the responsibility of the assessor to decide if RPL evidence provided by the learner is valid and meets the relevant assessment criteria. Where the Assessor decides that the RPL does meet the assessment criteria, this must be clearly signposted in the tracking documentation.

It is recommended Providers refer to Lantra's Recognition of Prior Learning Policy.

6.12 Environmental issues, health and safety considerations

Environmental issues and health and safety considerations should be considered as part of the taught content for this qualification.

6.13 Health and Safety – Young people

This qualification can be offered to learners in the 16-19 age group, with the exception of working in ports where the minimum age is 18. The Health and Safety at Work Act 1974 requires employers to ensure the health, safety and welfare at work of their employees and for training Providers to safeguard learners. Young people under the age of 18 can be exposed to risk when using work equipment due to immaturity, lack of experience or lack of awareness of existing or potential risks. Therefore, young people in this age group will need close supervision.

For more information about young people at work, see Management of Health and Safety at Work Regulations 1999.

6.14 Additional requirements

Lantra publishes its Equality and Diversity Policy in the Policies Document; available on the Lantra website.

Providers are expected to make appropriate arrangements, including reasonable adjustments; these are detailed in the Policy to ensure that learners with additional needs can access assessments wherever possible. The Equality and Diversity Policy covers alternative assessment arrangements which can be made for learners with visual and/or auditory impairment, permanent or temporary physical impairment, specific learning difficulties or dyslexia and learners for whom English is a second language.

Reasonable adjustments must not, however, result in a change to the learning outcomes and assessment criteria, for example within this qualification learners must understand product information which includes being able to interpret product labels which will be written in English.

A Provider must apply for reasonable adjustments to Lantra using the reasonable adjustments request form in the equality and diversity policy six weeks prior to the assessment taking place, before alternative assessment arrangements are made.

7 What does a Provider need to do?

7.1 Management support

Experience has shown that qualification programmes run more effectively when given support by senior management. This can be achieved by appointing an IQA from the senior management team, or by ensuring they are given the authority to monitor the quality management systems for the programme and to implement any required changes.

The IQA will need authority to allocate tutors, take responsibility for their training and development and to take remedial action and for implementing action points agreed with the External Quality Assurer (EQA) if appropriate.

Management support can be demonstrated by ensuring the appropriate team members are allocated to the programme and given sufficient time and resources to carry out their role(s) effectively.

7.2 Provider records

Organisations may already hold records within their own systems which could be used to store records, provided that the information required is accessible. Providers offering regulated (e.g. Qualifications and Credit Framework (QCF), Scottish Credit and Qualifications Qualification Framework (SCQF) registered qualifications) must ensure that separate records are retained for such learners. Lantra does not prescribe the format in which records are kept.

Standard documents which can be used are provided in the appendices if required.

Provider records must include:

- data about individual learners, including any special needs
- assessment and action plans
- learner registration
- achievement of units
- feedback given to learners by assessors
- learners' evidence sampled by IQAs
- feedback given to assessors by IQAs
- Learner induction plan.

All records must be stored securely to avoid being falsified or fraudulent claims made. All assessment records must be retained at the Provider for at least three years after the learner has completed the programme.

Providers should adhere to funding arrangements where appropriate.

7.3 Support for learners

Learners will need to follow an induction programme designed on a particular element or unit so that they (and assessors) become familiar with the way the qualification operates.

Many learners, particularly if they are mature adults, will already have pre-existing skills and knowledge. A system will need to be introduced to identify these skills and how evidence from prior achievements can be recorded – see section 6.11 Recognition of Prior Learning.

Assessors will need to identify the day-to-day work activities for each learner so guidance can be given on the most appropriate starting point for the individual to start collecting evidence. This process underpins the development of an assessment plan for each learner. Assessment plans should be monitored and reviewed regularly so learners continue to make progress and look for appropriate evidence.

Some Providers will have staff working in education guidance; in other Providers, assessors may provide this support. It is important each learner has appropriate support and is directed towards additional support if required. Guidance on career opportunities may also be required.

Learners with particular requirements may also need support from the provider. Refer to equality and diversity in section 6 of the Provider Annual Agreement and also Lantra's equality and diversity policy available on the website for information relating to reasonable adjustments/special arrangements.

8 Administration

8.1 Administration process for registration and certification

Upon approval, Providers will be issued with a username and password which will provide access to Quartzweb. A user guide is provided in the member login area which contains instructions on how to register learners and claim certificates. Please refer to your approval letter for details on how to access Quartzweb.

Learners may transfer registration from one unit/qualification to another, provided they are both offered by Lantra. This will incur an administrative fee; if the registration fee is higher for the second qualification, Providers will be invoiced for the difference. No refunds will be made if the registration fee for the second qualification is lower. Learners transferring to a different Provider must re-register at the new Provider, who may charge a different fee. Lantra will charge a full learner registration fee to the learner's new Provider.

Learners must be informed when they have been registered.

8.1.1 Registering the learner

Please refer to the Quartzweb user guide for details on how to register learners.

For each learner the surname/family name, first name and the initials of any other names are required, as well as their date of birth and post code. The date of birth is important to distinguish between learners with the same name. Awarding Organisations are required to provide data to the regulatory bodies about learner characteristics, which is why we ask you to provide details of their gender, ethnic origin and whether they have requested any reasonable adjustments. This is so that achievements can be monitored for equal opportunities purposes and to ensure fair access to training and qualifications is achieved.

8.1.2 Certificate claims

Certificates can only be claimed for learners who are registered for the qualification through a Provider which is approved by Lantra. All certificate claims are checked against Provider approval records and learner registration records. No certificates will be issued unless the learner is registered.

The name as detailed on Quartzweb is how it will appear on the certificate.

8.1.3 Regulatory authorities

Occasionally Ofqual (the Qualification Regulator) may visit Providers and require access to premises, meetings, learner assessment records, internal verification records, documents, data, learners and staff. If Providers refuse access Lantra as the Awarding Organisation is then required to suspend all certificate claims.

9 How does a provider deliver this qualification?

9.1 Assessment Strategy

For this qualification, an assessment strategy document is available in the Assessment Handbook which is to be used by all Providers offering the qualification; the strategy contains details on;

- Methods of assessment
- Key safety-critical and technically-critical aspects

Providers, Assessors and IQAs must ensure that they are familiar with the specifications and the requirements they include.

Information regarding test regulations is provided in Annex 1 of the Guidance Handbook for Corporate and Standard Providers.

9.1.1 Feedback to learners

Throughout study, assessors should aim to provide feedback to learners on how they are progressing through the qualification to ensure that on the day of the assessment they are ready for the requirements of the verbal questioning and the practical assessment.

Feedback should be positive, constructive and used for future planning.

9.1.2 Learner records

Providers need to retain records monitoring the learners' progress through the qualification, when elements and/or units were achieved, feedback from assessments and any action plans agreed, in addition to the Assessment Report document. IQAs and EQAs will need access to these records to carry out their roles effectively. All assessment records must be retained for a period of at least three years after learners completed the programme. All records must be kept securely so that there is no opportunity for them to be falsified or for fraudulent claims to be made.

There is no prescribed format for these records and Providers may well wish to incorporate them into documentation they already maintain within their own organisation. If the Provider already works to quality management systems such as the SQMS, the ISO9000 series or is required to maintain records for government funded training schemes, that documentation will almost certainly provide the basis for assessor records. Providers offering NVQ/QCF qualifications and SVQ qualifications must ensure that separate records are kept for NVQ/QCF learners and SVQ learners.

9.1.3 Summary

Assessors are expected to:

- be familiar with the requirements of the unit(s) they are assessing, including the assessment strategies
- carry out induction for learners
- make judgements about the evidence
- use the appropriate assessment methods
- review progress and give constructive feedback to learners
- maintain records for each learner

9.2 Census Ethnic Group Classifications (2011)

Please use the following code(s) to indicate ethnicity when completing the Learner registration.

England and Wales		Northern Ireland		Scotland	
01	White: English/Welsh/Scottish/ Northern Irish/British	19	White: White	30	White: Scottish
02	Irish	20	Irish Traveller	31	British
03	Gypsy or Irish Traveller	21	Asian/Asian British: Indian	32	Irish
04	Any other White background	22	Pakistani	33	Any other White background
05	Mixed/multiple ethnic groups	23	Bangladeshi	34	Mixed: Any mixed/multiple Ethnic background
06	White and Black Caribbean	24	Chinese		Asian, Asian Scottish or Asian British:
07	White and Black African	25	Black, Black Irish or Black British: Black Caribbean	35	Indian
08	White and Asian	26	Black African	36	Pakistani
09	Any other Mixed/multiple ethnic background	27	Black other	37	Bangladeshi
	Asian/Asian British:	28	Mixed: Mixed ethnic group	38	Chinese
10	Indian	29	Other ethnic group: Any other ethnic group	39	Any other Asian background
11	Pakistani			40	Black, Black Scottish or Black British: Caribbean
12	Bangladeshi			41	African
13	Chinese			42	Any other Black background
14	Any other Asian background			43	Other ethnic group: Any other ethnic group
	Black/African/Caribbean/ Black British:				
15	African				
16	Caribbean				
17	Any other Black/African/ Caribbean background				
18	Other ethnic group: Arab				
	Any other ethnic group				

The information provided in this document was correct at the time of publication. Lantra may update this information at any time. Please refer to the Lantra website, www.lantra.co.uk and/or the online Provider profile for the latest downloadable version.

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