The specification for:

Level 3 Award in Excavator Operations

This qualification is designed to support professional drivers in their journey into the world of work, or change of career, and to equip them with the skills, knowledge, and behaviours that will enable them to stay safe, keep others safe and under the risks associated with the vehicle types they are allowed to operate. The units cover a diverse range of activities relating to the health and safety practices at work as well as the laws that would apply to someone in this work environment. The units have been designed to further embed the principles of safe operation that professional drivers must understand when operating vehicles of this nature. Taking the knowledge, they would already have gained in practical training for the specific vehicle type, this theory-based competency will enable learners to understand the importance of safe operations, the legal duty of themselves and their employers, and how to manage the risk associated with this type of lifting equipment.

This is version 1.0 of the TLM Qualification, Level 3 Award in Excavator Operations can be freely downloaded from www.tlm.org.uk.

The Qualifications and Credit Framework (RQF) was designed by the UK government's Qualifications and Curriculum Development Agency now replaced by Ofqual. The RQF is referenced to the European Qualifications Framework devised by the European Union.

The assessment model for the qualifications presented in this publication was designed by TLM in consultation with the support of Lewes Training Centre.

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TRAINING CENTRE
Learning without limits

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Contents

1. For those in a hurry!

Please read the rest of the book later as the details are important!

1.1	TLM's assessment model is common to most of its qualifications. It is based on competence-based assessment of coursework using a portfolio of evidence and supported by a free optional cloud-based evidence management system.
1.2	Learners must demonstrate competence against the assessment criteria from their day to day work and the teacher assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.

Procedures

1.3	The first thing to do is to arrange assessor training with TLM. TLM trains at least one assessor as Principal Assessor who must accept responsibility for standards within the Centre. The Principal Assessor can train and appoint assessors within the Centre as long as they are competent to take on the work and are willing to sign an agreement on the web site to uphold standards.
1.4	TLM will provide initial training in the pedagogical model and using the supporting technologies to provide the evidence needed. The purpose is to get you started and then we provide on-going support to ensure you are confident and we can work as a professional partnership. We advise new Centres to do some coursework assessment early so that they can receive feedback and quickly become confident in doing routine coursework assessment. Our aim is to make this no more onerous than normal routine assessment that anyone would do as a normal part of the teaching job. This gives more time to focus on teaching and therefore to support raising attainment.

2. Introduction

2.1 **Level 3 Award in Excavator Operations** is a qualification designed for people who require skills and competence in the safe operation of excavators. The qualification consists of a mandatory unit

Mandatory
Unit 1 – Excavator Operations (1 credits).

3. Summary of Qualification Specification

3.1	**Level 3 Award (Annexe A)**

The Level 3 award is a qualification designed for people who require those who require skills and competence in the safe operation of excavators.

Qualification Title: Level 3 Award in Excavator Operations

Qualification Number: 610/3678/X
Qualification Level: Level 3
Total Credits: 1
Guided Learning Hours: 8
Total Qualification Time: 10
Assessment Methods: Coursework, E-assessment, Portfolio of Evidence

Assessment

Learners must demonstrate competence against the assessment criteria from their communication and involvement with the training materials and the trainer assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.

Mandatory Unit - Unit 1 Excavator Operations (1 credit)

3.5	**Assessment**

The internally assessed, externally moderated coursework for all qualifications is pass/fail but by submitting the evidence for external moderation, feedback can be given to the teacher on areas to improve for resubmission.

Evidence must be provided against the unit assessment criteria from practical tasks related to the learners' everyday work supported by teacher observations, portfolio completed, and or activities inline with the learning materials

The way evidence is gathered is up to the assessor, the only requirement is that it clearly supports the judgements against the assessment criteria and the relevant learning outcomes.

If on moderation the account manager finds gaps in evidence relating to a particular candidate, they will request more evidence before approving the award or the unit certificate. Assessors must then adjust their work to ensure all their learners are providing the appropriate level and breadth of evidence.

We encourage early submission of at least some evidence so that assessors are confident from the feedback that what they are providing is sufficient. In this way we can maintain standards while supporting improved efficiency.

4. Qualification Content

Mandatory	Optional (for reference)
1 CREDIT	**None**
Unit 1 Excavator Operations (1 credit)	

5. Transferable Skills

5.1	**Key Subject Aims**

The over-arching aim is to enable learners to support their learning in understanding the safe operation and control of an excavator. Subordinate aims include:

- Developing the skills needed for employment.
- Gaining practical experience and competence with the safe operation of an excavator
- Developing an understanding of the legislation associated with the safe use of an excavator
- Increasing the capacity to transfer knowledge and skills between contexts.
- Developing practical skills in creativity and problem solving.
- Developing an understanding of the characteristics of its operation and lifting capabilities

5.2	**Knowledge and Understanding**

The following knowledge and understanding will be required to support learning for the qualification.

- Demonstrate knowledge and understanding of audiences at which work is targeted.
- Understand the purpose of common applications and/or applications they have used.
- Demonstrate knowledge and understanding of strengths and weaknesses in the handling. Lifting and safe operations of an excavator

5.3	**Skills**

Opportunities are provided to support the following skills, the great majority of which will be assessed directly.

- Manipulate and process data and other information, sequence instructions, model situations and explore ideas.
- Transfer competence in a familiar context to an unfamiliar context.
- Communicate data and information in a form fit for purpose and audience.
- Adopt safe, secure and responsible practice associated with an excavator.
- Develop appropriate and effective risk assessment understandings
- Self and peer assess to gauge the effectiveness of their own learning.
- Think creatively, logically and critically evaluate their own and others' use when in control of an excavator

6. Support

6.1	There is further guidance for coursework assessment on the TLM web site. All centres have an assigned Account Manager who will be pleased to help at any time. Our aim is to give professional assessors, most of whom are qualified teachers, the confidence to make judgements with a minimum of bureaucracy so that they can focus their time on maintaining their professional knowledge, skills and supporting learning through effective teaching rather than "chasing paper". There is often a confusion between bureaucracy and rigour, since unnecessarily complex bureaucracy can actually detract from rigour by obscuring the importance of the outcomes.
6.2	**Web sites** - TLM provides support through cloud-based systems. Providing assessment grades and the management of certification through the Markbook Site is mandatory and all assessors are provided with training in its use. It is simply a matter of recording learner competence against the unit criteria as the evidence is collected and claiming a certificate on behalf of the learner when a unit has been fully assessed.
6.3	The **community learning site** provides free optional facilities for learners to submit their evidence on-line, linking it to the assessment criteria across single or multiple units. The assessor can accept or reject this evidence and comment on it providing a full audit trail for evidence. Moderator/verifiers can get immediate access to this evidence and so it is potentially a lot more efficient than alternative methods. No paper, no e-mails with file attachments necessary. There are facilities for progress tracking that can be based on criteria and/or units. The system can be linked as an extension to any standards compliant VLE/e-portfolio system for centres that are already committed to a specific VLE product. Training can be provided, and free support is available from your Account Manager. The aim is to eliminate all paper-based bureaucracy, all screen-shots and referencing that draws time away from teaching.
6.4	**Telephone** and e-mail support are available to all Centres. There is a general convention of firstname.secondname@tlm.org.uk for e-mail addresses. It is usually best to e-mail your account manager in the first instance. Google hangouts can be arranged for video conferencing support.

7. Registration & Procedures

Registration	
7.1	TLM's registration model allows centres to enter learners at times convenient to them. There are no late entry fees and no additional fees should a learner fail to produce evidence at a level but can meet the criteria at a lower level. This can reduce costs to the centres when compared to other qualifications

There are no fees for replacement certificates or verification of certificates because all certificates can be directly authenticated against TLM's secure database. For details of current subscription costs please contact us or refer to the web site. |
| **Internal standardisation** | |
| 7.2 | The Principal Assessor has the ultimate responsibility for consistency in assessment standards within a centre. All assessors have signed a contract agreeing to uphold standards and should therefore co-operate with the Principal Assessor and Account Manager at TLM to ensure that standards across the centre are consistent.

It is advisable to send work samples to TLM early to check that evidence is at the right standard so that there is time to make any adjustments necessary to the course and learner expectations.
TLM will generally check a higher quantity of work from new assessors and feedback to ensure that they are confident to make appropriate judgements over time. This reduces risk and improves efficiency in the longer term. |
Authentication	
7.3	All assessors must take reasonable steps to ensure that any coursework evidence submitted by candidates is a true reflection of the candidates' competence. This is in keeping with the assessor undertaking to uphold and maintain standards in the contract with TLM.
7.4	Certificates can be authenticated directly on-line using the certificate number or by scanning the QR code on the certificate. There is no charge and it makes it more likely that certificates will be checked and that in turn improves security. Certificate forgeries are a significant problem when authentication is not simple and straightforward because convincing forgeries are easy to achieve with recent technologies and will get easier as time goes on.

8. Other Considerations

	Access arrangements and special requirements
8.1	All TLM's qualifications are intended to be accessible, as widely as possible. There is an extensive policy documented on the web site at https://tlm.org.uk/policy-download-centre/ Centres should contact TLM if they have any questions related to accessibility issues.
	Language
8.2	The language for provision of this qualification is English only. This will only change if we have a significant demand in another language that is sufficient to cover the additional costs involved.
	Malpractice
8.3	TLM has comprehensive policies and procedures for dealing with malpractice. These are documented with links on the web site at https://tlm.org.uk/policy-download-centre/ Assessors should be familiar with these policies and make them clear to candidates. Assessors should inform their account manager if they suspect any instance of malpractice that could have a material effect on the outcome of any assessments, either for themselves or colleagues. This is part of the upholding of standards that is part of the contract with TLM.
	Equality of opportunity
8.4	TLM promotes equality of opportunity through policies and procedures. These are again documented in detail on the web site at https://tlm.org.uk/policy-download-centre/
	Resources, Support and Training
8.5	A clear goal is to enable learners to support all their IT user needs using resources freely and legally available from the internet. This is related directly to national policies for inclusion and equality of opportunity. The reality is that there is so much user dependence on proprietary applications that we can only support the transition to free and open resources through education and common sense.
8.6	TLM does not require centres to use Free and Open Source applications but it certainly encourages them to do so. Most of the key software applications needed to support any of the assessed units are available freely from the web including office suites, graphics and sound editing. As a nation we could save hundreds of millions if not billions of pounds in software licensing fees by providing users with the skills, knowledge and confidence to migrate to free and open source applications. You Tube, OpenClipart.org, Wikipedia and many other sites provide free content that supports learning and the number and range of such sites is increasing.

Annexe A

Level 3 Award in Excavator Operations - Unit assessment - coursework guidance

The **Level 3 learner** has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems. Holder can interpret relevant information and ideas. Holder is aware of a range of information that is relevant to the area of study or work.

AND/OR

Holder can select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Holder can identify how effective actions have been. Holder can identify, gather and use relevant information to inform actions.

Moderation/verification: The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialogue with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements should it be required by the Principal Assessor or their Account Manager/external moderator. Before authorising certification, the Account Manager must be satisfied that the assessor's judgements are sound.

General Information

The Level 3 qualification has the following characteristics for learners:

- Achievement at RQF level 3 (EQF Level 4) reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.
- Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems. Interpret relevant information and ideas. Be aware of the types of information that are relevant to the area of study or work.
- Complete well-defined, generally routine tasks and address straightforward problems. Select and use relevant skills and procedures. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.
- Take responsibility for completing tasks and procedures subject to direction or guidance as needed.

- The specification for the Level 3 award provides an outcome framework for assessment and is not intended to dictate any particular context for learning and so can be used with any age range of adults.

Requirements

- Standards must be confirmed by a trained Level 3 Assessor
- Assessors must as a minimum record assessment judgement as entries in the on-line mark book on the TLM certification site.
- It is expected that there will be routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work. Samples, including related plans and schemes of work should be available at the annual visit and/or by video conference.
- Different approaches to learning will be required in order to match differing needs, for example, the needs of learners will be different from the needs of those with learning disabilities.
- When the candidate demonstrates secure capability against each of the criteria in the unit, they are entitled to a certificate for passing the unit and the overall award.
- We expect at least 8 hours of guided study to be under-taken for the certificate for complete beginners generally new to formal education, but discretion can be used to take account of prior learning where this is sensible in individual cases. In terms of making the certificate, what matters is outcomes. Can the candidate securely meet the criteria?

Certificates must be printed as per the TLM Centre Management with no alterations unless written consent if given by TLM.

The Mandatory Unit - Level 3, Unit 1 – Excavator Operations (1 credit)

1. Understand the legislation and personal duties for excavators	2. Understand the safe operations of excavators	3. Understand the characteristics of excavators
1.1 I can describe the legislation applicable to excavators	**2.1** I can describe the inspection, maintenance and servicing requirements for excavators	**3.1** I can describe how to safely operate excavators
1.2 I can describe the employer's duties applicable to excavators	**2.2** I can demonstrate an understanding of the safe working practices applicable to excavators	**3.2** I can describe the lifting, reaching and tilting functions of excavators
1.3 I can describe the employee's duties applicable to excavators	**2.3** I can describe hazards and how to reduce the potential for accidents applicable to excavators	**3.3** I can describe how to safely manage load handling on excavators
1.4 I can describe the code of practice for excavators	**2.4** I can describe safety signs and signals applicable to excavators	

Assessment Method

Assessors can score each of the criteria L, S or H. N indicates no evidence and is the default starting point. L indicates some capability, but some help is still required. S indicates that the candidate can match the criterion to its required specification. H indicates performance that goes beyond the expected in at least some aspects. Candidates are required to achieve at least S on all the criteria to achieve the full award.

Expansion of the assessment criteria

Criteria	Additional Information and Guidance
1.1 I can describe the legislation applicable to excavators	Candidates should be able to describe legislation applicable to this type of operation. This will include Health and Safety at work, Provision and use of work equipment, lifting operations and lifting equipment regulations. **Evidence:** will be provided directly from the presentation of understanding to the tutor and within coursework/tasks provided. Additional Guidance: Candidates should be familiar with the materials available from the Health and Safety Executive (HSE) web portal, https://www.hse.gov.uk/pUbns/priced/l117.pdf
1.2 I can describe the employer's duties applicable to excavators	Candidates should be able to demonstrate they understand that an employer has a duty to provide and maintain equipment so that they are safe. A duty to ensure risks have been removed, and provide information, supervision and training. **Evidence**: will be provided directly from the presentation of understanding to the tutor and within coursework/tasks provided.
1.3 I can describe the employee's duties applicable to excavators	Candidates should be able to demonstrate they understand that as an employee they have a duty to take care of themselves and others who may be affected by their operation of excavators. That they must co-operate with their employer and other people relating to health and safety. **Evidence**: will be provided directly from the presentation of understanding to the tutor and within coursework/tasks provided.
2.1 I can describe the inspection, maintenance and servicing requirements for excavators	Candidates should be able to demonstrate they understand that this type of machinery must be inspected by a competent person on a time scale that varies depending on its type of usage. **Evidence**: will be provided directly from the presentation of understanding to the tutor and within coursework/tasks provided. Additional Guidance: Candidates can show this understanding through either a practical demonstration of the inspection process or communicate the processes involved to the satisfaction of the tutor.
2.2 I can demonstrate an understanding of the safe working practises applicable to excavators	Candidates should provide evidence that they are able to analyse and evaluate risks associated with the use of excavators **Evidence**: will be provided directly from the presentation of understanding to the tutor and within coursework/tasks provided.

	Additional Guidance: Candidates will be able to demonstrate this required understanding by either explaining the full safe working practise or complete a practical assessment.
2.3 I can describe hazards and how to reduce the potential for accidents applicable to excavators	Candidates should be able to describe the general hazards associated with the use of excavators. Candidates should also describe the principles of how to reduce accidents. **Evidence**: Evidence from documented descriptions conforming to the criterion and guidance. Additional Guidance: Candidates will be able to demonstrate this required understanding by either explaining the full safe working practise or complete a practical assessment. Candidates should be familiar with the materials available from the Health and Safety Executive (HSE) web portal, https://www.hse.gov.uk/pUbns/priced/l117.pdf
2.4 I can describe safety signs and signals applicable to excavators	The candidate should be able to identify the various types of safety signs and hand signals that they would encounter or use when in control of excavators **Evidence**: Evidence of review through documentation of evaluation in communication with tutors and/or day to day files. Candidates should be familiar with materials available from the Health and Safety Executive (HSE) web portal ,https://www.hse.gov.uk/pubns/priced/l64.pdf
3.1 I can describe how to safely operate excavators	The candidate should be able to identify and demonstrate the safe practises required when in control of excavators **Evidence**: Evidence of review through documentation of evaluation in communication with tutors and/or day to day files. Additional Guidance: Candidates will be able to demonstrate this required understanding by either explaining the full safe working practise or complete a practical assessment. Knowledge of the guidance issued by the Health and Safety Executive https://www.hse.gov.uk/pUbns/priced/l117.pdf
3.2 I can describe the lifting, reaching and tilting functions of excavators	

	The candidate should be able to demonstrate a full understanding of lifting, reaching and tilting functions, and rated capacity,
	Evidence: will be provided directly from the presentation of understanding to the tutor and within coursework/tasks provided.
	Additional Guidance: Candidates will be able to demonstrate this required understanding by either explaining the full safe working practise or via demonstration of a practical assessment.
3.3 I can describe how to safely manage load handling on excavators	The candidate should be able to demonstrate a full understanding of load capacity and the safe handling of load.
	Evidence: will be provided directly from the presentation of understanding to the tutor and within coursework/tasks provided.
	Additional Guidance: Candidates will be able to demonstrate this required understanding by either explaining the full safe working practise or via demonstration of a practical assessment.

Accessibility Policies

TLM firmly believes that every learner should have an equal chance to excel in their studies and assessments, regardless of any disabilities they may have. To achieve this goal, TLM has developed a comprehensive and well-structured reasonable adjustment policy that is specifically tailored to cater to the needs of learners with disabilities. This policy is not only an essential aspect of TLM's commitment to inclusivity but also an integral part of creating a diverse and accessible learning environment.

The reasonable adjustment policy is designed to support learners with disabilities in various ways. It encompasses a range of accommodations, such as providing additional time for examinations, offering alternative formats for study materials, permitting the use of assistive technology, arranging for sign language interpreters, and ensuring accessible physical facilities. The implementation of these reasonable adjustments is meticulously carried out to ensure that they meet the individual needs of each learner, acknowledging the unique challenges they may face.

TLM is dedicated to making the reasonable adjustment process transparent and easily accessible for all stakeholders. Thus, the details of the policy are made readily available to all, including learners, educators, and TLM Centres. These details can be found on TLM's official website, ensuring that everyone is well-informed about the support and accommodations available to learners with disabilities.

Additionally, TLM Centres play a crucial role in facilitating this process. They are empowered to submit requests for other reasonable adjustments on behalf of learners, based on their specific requirements and circumstances.

TLM firmly believes that promoting a culture of inclusivity and understanding is fundamental to fostering an environment where learners can thrive, irrespective of their abilities or disabilities. By continuously evaluating and refining its reasonable adjustment policy, TLM ensures that it remains up-to-date with the best practices in the field of inclusive education.

TLM Qualifications is deeply committed to its duty as an awarding organisation to provide reasonable adjustments for learners with disabilities in accordance with the Equality Act 2010. By adhering to its comprehensive reasonable adjustment policy and collaborating closely with TLM Centres, TLM strives to create a learning landscape that supports and empowers all learners, ensuring they can reach their full potential and achieve academic success

TLM Accessibility Policy: https://tlm.org.uk/policies/general-requirements-for-regulated-qualifications/#3

TLM reasonable adjustment policy: https://tlm.org.uk/reasonable-adjustments-and-special-considerations-policy-2/

TLM reasonable adjustments request form: https://tlm.org.uk/wp-content/uploads/2022/03/TLM-RASC-form-1.docx

TLM reasonable adjustments request form: https://tlm.org.uk/wp-content/uploads/2022/03/TLM-RASC-form-1.docx