Unit 306: Move, handle or store resources

# Delivery guide

Unit information

This unit is about interpreting information and adopting safe and healthy working practices including selecting aids or equipment to move, handle or store occupational resources. It also includes moving, handling and storing occupational resources to maintain useful condition, in the context of your occupation and work environment. Learners may be introduced to this unit by asking themselves questions such as:

* How heavy an object will I be expected to carry?
* Will I learn how to use correct lifting techniques?
* Am I responsible for site security?
* What does FIFO mean?

Learning outcomes

1. Understand how to interpret information
2. Understand safe work practices
3. Understand resource selection
4. Understand how to minimise the risk of damage
5. Understand how to comply with occupational resource information
6. Understand how to work to deadlines
7. Comply with the given occupational resource information to carry out the work efficiently to the required guidance

Suggested resources

Textbooks

* Burdfield, M., Jones, S., Redfern, S., Fearn, C. (2020) The City & Guilds Textbook: Site Carpentry & Architectural Joinery for the Level 3 Apprenticeship (6571), Level 3 Advanced Technical Diploma (7906) & Level 3 Diploma. London: Hodder Education.

ISBN 978-1-5104-5815-4

* Jones, S., Redfern, S., Fearn, C. (2019) *The City & Guilds*

*Textbook: Site Carpentry and Architectural Joinery for the Level 2 Apprenticeship (6571), Level 2 Technical Certificate (7906) & Level 2 Diploma (6706)*. London: Hodder Education.

ISBN 978-1-5104-5813-0

Websites

* [Edraw | Construction Gantt Chart - Key Points You Should Know](https://www.edrawsoft.com/project/construction-gantt-chart.html)
* [Health and Safety Adviser | Health and safety toolkit](https://www.safety-adviser.co.uk/lead/ed/health-and-safety-toolkit/?c=bing_pm&msclkid=e98d7351772217a05058123c1b625475)
* [Zero waste Scotland | Best practice guide to improving waste management on construction sites](https://www.zerowastescotland.org.uk/sites/default/files/Improving%20waste%20management%20on%20construction%20site%20%E2%80%93%20best%20practice%20guide_0.pdf)

Legislation

* [HSE | Control of Substances Hazardous to Health 2002 (COSHH)](https://www.hse.gov.uk/coshh/)
* [HSE | Emergency procedures](https://www.hse.gov.uk/toolbox/managing/emergency.htm)
* [HSE | Fire Safety - Future Building Safety Regulations](https://www.hse.gov.uk/toolbox/fire.htm%20)
* [HSE | Homepage](https://www.hse.gov.uk/)
* [HSE | Lifting Operations and Lifting Equipment Regulations 1998 (LOLER)](https://www.hse.gov.uk/work-equipment-machinery/loler.htm)
* [HSE | Manual Handling Operations Regulations 1992 (as amended) (MHOR)](https://www.hse.gov.uk/msd/backpain/employers/mhor.htm)
* [HSE | Reporting accidents and incidents at work](https://www.hse.gov.uk/pubns/indg453.pdf)
* [HSE | Waste management and recycling](https://www.hse.gov.uk/waste/index.htm)
* [HSE | Work at Height Regulations 2005 - The law](https://www.hse.gov.uk/work-at-height/the-law.htm)

| **Learning outcomes** | **Criteria** | **Delivery guidance** |
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| 1. Understand how to interpret information | * 1. The organisational procedures developed to report and rectify inappropriate information and unsuitable resources, and how they are implemented | * Learners to research, collaborate and share good practice from their workplace to know how to implement the organisational procedures and to know how to report and resolve any problems with inappropriate information and unsuitable resources. * Learners to know how organisational procedures are implemented in their organisation. |
| * 1. The types of information, their source and how they are interpreted | * Learners to research different types of information available and how they can be presented and interpreted such as: * manufacturers’ technical information * safety data sheets * health and safety including Risk Assessment Method Statements (RAMS) * delivery notes * requisition forms. * Learners to understand different methods of presentation including: * oral (verbal instructions) * written (specification, job sheet) * graphical presentation (work programme Gantt charts). * Learners to collaborate and share the types of documents they are familiar with in their workplace and demonstrate how they are implemented. |
| * 1. The organisational procedures to solve problems with the information and why it is important they are followed | * Learners to discuss any implications that may arise within the organisational procedures in place to solve problems with information. * Learners to know the importance of following organisational procedures correctly. * Learners to research and share information found if procedures are not followed correctly. |
| * 1. How to obtain information to use and store lifting aids and equipment | * Learners to know how to find information to safely use and store lifting aids and equipment e.g., manufacturers’ technical information. |
| 1. Understand safe work practices | * 1. The level of understanding operatives must have of information for relevant, current legislation and official guidance and how it is applied | * Learners to work in groups to engage in some manual handling operations. * Learners to complete all necessary documentation for the task before carrying out these tasks including: * RAMS * Control of Substances Hazardous to Health (COSHH) report * lifting plan * Personal Protective Equipment (PPE) required * access * egress * emergency plan * Respiratory Protective Equipment (RPE) * Local Exhaust Ventilation (LEV). * Learners to research and understand their responsibilities regarding potential accidents and health hazards whilst working with the following: * tools and equipment * materials and substances * movements and storage of materials * and by manual handling and mechanical lifting. * Learners to discuss and share workplace experience of site inductions attended, particularly around PPE. * Learners to know how to interpret RAMS, COSHH reports and health and safety data sheets in relation to reporting of new hazards/near misses and applying appropriate techniques (in line with current relevant legislation) such as: * in the workplace (safe access, egress and walkways, plant movement, excavations, lone working) * in confined spaces (emergency plans, RPE, LEV) * below ground level (safe exits, services, floods/ground water) * at height (fall protection, safety harnesses, correct access equipment). |
| * 1. The types of fire extinguishers and how and when they are used | * Learners to research and complete worksheets on all aspects of fire safety and to complete a short test on fire extinguishers and their identification and uses. * Learners to research and discuss the different types of fire extinguishers available and their uses. * Learners to know the following classifications: * water (red/class A, carbonaceous materials) * CO2 (black/class B&E, electrical and flammable liquids) * foam (cream/class A&B, carbonaceous materials and flammable liquids) * powder (blue, all classes of fire). * Learners to know the moving weight of extinguishers and the handling/operating techniques for safety. * Learners to know the location of fire extinguishers in relation to stored materials. |
| * 1. How emergencies should be responded to and who should respond | * Learners to collaborate and discuss what emergency procedures they are aware of from their own workplace and from their experience of site inductions. * Learners to give examples of the chain of command that is in place for the implementation of emergency actions. * Learners to research and discuss their responsibility in response to situations in accordance with organisational authorisation and personal skills when involved with: * fires (using fire extinguishers for different classes of fire, evacuation, prevention) * spillages (prevention, spill kits, signage, cordon off area) * injuries (first aider, first aid kit, accident reporting) * emergencies relating to occupational activities (prevention, emergency procedures, emergency services, reporting). |
| * 1. The organisational security procedures for tools, equipment and personal belongings | * Learners to research and discuss the different security procedures that they are familiar with in their workplace. * Learners to collaborate and discuss their experience from site induction such as: * temporary fencing/hoarding * security guards * surveillance * opening/locking up * signing in * ID authorisation procedures * security of tools, materials, equipment and vehicles * personal belongings. |
| * 1. What the accident reporting procedures are and who is responsible for making the report | * Learners to research and complete relevant paperwork for reporting accidents in the workplace and discuss their own experience in the workplace when accidents need to be reported and acted on. |
| * 1. Why, when and how health and safety control equipment should be used | * Learners to research and discuss how to identify appropriate health and safety control equipment by the principles of protection for occupational use and the types and purpose of each type in relation to work situations and the general work environment including: * collective protective measures * Personal Protective Equipment (PPE) * Respiratory Protective Equipment (RPE) * Local Exhaust Ventilation (LEV). |
| 1. Understand resource selection | * 1. The characteristics, quality, uses, sustainability, limitations and defects associated with the resources and how defects should be rectified | * Learners to recap on RAMS previously done and collaborate and share information on selection of resources and identifying their limitations and possible defects. * Learners to conclude how to report and rectify resources that are not suitable or compatible. |
| * 1. How the resources should be used and how any problems associated with the resources are reported | * Learners to research how to select resources for different jobs and for the prevention of hazards related to the work, referring back to previous RAMS, such as: * occupational resources (tools, materials and equipment related to work/trade) * lifting and handling aids (wheelbarrows, pallet truck, forklift, sack barrow) * containers (storage container, flammable container) * fixing, holding and securing systems (ropes and lashing, bracing, ratchet straps) * rotation of perishable stock, First In First Out (FIFO). * Learners to research, discuss and share experiences of their workplace to know their own authority to rectify problems or how to report to the suitable supervisor and appropriately log the problem. * Learners to research and discuss the organisational reporting procedures, including the correct person to inform to and the correct format to do so including written or verbal communication. |
| * 1. The organisational procedures to select resources, why they have been developed and how they are used | * Learners to research and discuss the organisational procedures relating to selection of resources relevant to the task. * Learners to research and discuss why the organisational procedures are in place and how they are used. |
| * 1. The hazards associated with the resources and methods of work and how they are overcome | * Learners to collaborate and discuss previous RAMS and conclude implementations of found hazards to identify from available information such as: * RAMS * toolbox talks * hazard reporting. * Learners to research and understand how to identify hazards from available information including: * method of work (RAMS, toolbox talks, hazard reporting) * manufacturers’ technical information (health and safety data sheets) * official guidance such as from the Health and Safety Executive (HSE). * Learners to understand how to identify hazards from statutory Regulations including: * Control of Substances Hazardous to Health (COSHH) Regulations 2002 * Manual Handling Operations Regulations (MHOR) 1992 * Working at Height Regulations (WAHR) 2005 * Lifting Operations and Lifting Equipment Regulations (LOLER) 1998. |
| 1. Understand how to minimise the risk of damage | * 1. How to protect work from damage and the purpose of protection | * Learners to undertake tasks in the workshop and to produce RAMS to include protection of the working area. * Learners to collaborate and discuss their workplace experience of protecting the working area and to specify what types of resources are used to achieve this outcome. * Learners to collaborate and discuss examples of protecting the working area from other trades and adverse weather conditions. |
| * 1. Why disposal of waste should be carried out safely and how it is achieved | * Learners to work in teams to discuss why the disposal of waste and/or consumable items should be carried out safely and how it is achieved. * Learners to refer to their own experiences in the workplace and to their induction experience in the workplace. * Learners to discuss the merits of segregation of waste to achieve zero/low carbon footprint. * Learners to research and know why the disposal of waste should be carried out safely and responsibly following organisational procedures, manufacturers’ information, statutory regulations and official guidance in line with environmental responsibilities. * Learners to research and know the different methods of disposal of waste including designated skips, recycling, segregation of waste, local waste collection point, biofuel. |
| 1. Understand how to comply with occupational resource information | * 1. How methods of work, to meet the specification, are carried out and problems reported | * Learners to collaborate and discuss safe work practices and procedures such as: * correct lifting procedures for different materials (weight, quantity, shape) * routes for safely moving materials * keeping exits clean and clear * materials and equipment used for moving, handling and storing occupational resources (correct manual handling techniques, different lifting aids) * needs of other occupations associated with the resources (storage of resources with appreciation of other trades’ work areas/needs). * Learners to research and know the organisational procedures for reporting circumstances which will affect the work programme, including reporting to the supervisor/manager (unexpected delays, weather, problems with deliveries). * Learners to know the problems that can affect the programme, such as: * problems arising from inappropriate information (misheard instructions, misinterpretation of manufacturers’ information, incorrect information) * problems arising from resources (unsuitable, damaged, incorrect, quantity) * problems of methods of work (incorrect storage, incorrect actions such as incorrect moving and handling, incorrect use of equipment). |
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| 1. Understand how to work to deadlines | * 1. What the programme is for the work to be carried out in the estimated, allocated time and why deadlines should be kept | * Learners to recap and discuss previous RAMS to reiterate keeping to schedules and work programmes and to bring contracts in on time. * Learners to research and discuss the types of programmes such as: * progress charts and timetables * bar charts * Gantt charts. * Learners to discuss their own workplace experience and understand the importance of working to deadlines and allocated times, and the effect this would have on other areas of the programme. |
| 1. Comply with the given occupational resource information to carry out the work efficiently to the required guidance | * 1. Work skills to move, position, store, secure and/or use lifting aids and kinetic lifting techniques | * Learners to discuss different types of lifting aids used in the workplace to move, position, store, secure and/or use lifting aids and kinetic lifting techniques. * Learners to collaborate and discuss their own experiences of using varied lifting aids from their own workplace activities. |
| * 1. Move, handle or store occupational resources to meet product information and organisational requirements relating to at least three of the following: sheet material, loose material, bagged or wrapped material, fragile material, tools and equipment, components, liquids | * Learners to collaborate and discuss their own experiences of moving and handling resources such as: * sheet material * loose material * bagged or wrapped material * fragile material * tools and equipment * components * liquids. |