

Component Specification

360° Excavator Operations Quarrying

NFQ Level 5

5N0057

1. Component Details

Title	360° Excavator Operations Quarrying
Teideal as Gaeilge	Oibríochtaí Tochtóra 360° sa Chairéalacht
Award Class	Minor
Code	5N0057
Level	5
Credit Value	5
Purpose	The purpose of this award is to equip the learner with the relevant knowledge, skill and competence to independently, safely, effectively and efficiently operate a 360° excavator in a quarry environment.
Learning Outcomes	Learners will be able to: 1 Describe the duties and responsibilities of 360° excavator operators, under current relevant legislation 2 Describe the main components and attachments of a 360° excavator, including the correct and safe procedures for using attachments 3 State the precautions that must be in place when working in the vicinity of quarry faces, overhead power lines, and other proximity hazards, as per codes of practice and guidelines 4 Explain the correct procedure for placing a 360° excavator on and off a transporter

- 5 Describe the safe techniques for lifting loads, as per manufacturer's instructions and legislation
- 6 Explain the correct procedure for setting up and positioning to lift and place loads
- 7 Demonstrate the correct and safe method of travelling , positioning and setting-up a 360° excavator to excavate, taking into account ground type and conditions whilst avoiding restrictions, obstacles and hazards
- 8 Demonstrate the correct procedure for positioning and setting up the 360° excavator and the loading vehicle whilst ensuring that the loaded vehicle is loaded evenly and not overloaded and contact with the vehicle being loaded is avoided
- 9 Carry out routine pre-start and post-start inspections, shut-down, and securing procedures of a 360° excavator
- 10 Demonstrate ability to excavate a trench in layers to given tolerances, keeping excavated material clear of trench and reinstating the excavated area to its original contours
- 11 Demonstrate approved systems of communication, as per legislation and industry best practice
- 12 Position the boom or dipper arm correctly when ascending and descending inclines
- 13 Demonstrate the correct method of mounting and dismounting the excavator
- 14 Demonstrate essential observation skills when operating 360° excavator
- 15 Maintain the drive sprockets to the rear when traveling the excavator
- 16 Demonstrate ability to remove existing bucket and re-fit a replacement bucket using correct procedures
- 17 Demonstrate ability to ensure the bench is level
- 18 Demonstrate ability to use the bucket correctly (side swiping only) and maintain full bucket loads when excavating
- 19 Demonstrate ability to clean sides of excavations
- 20 Use the steering, braking and hydraulic controls correctly

Assessment

General Information

Details of FET assessment requirements are set out in [Assessment Guidelines for Providers](#).

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at www.qqi.ie.

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at www.qqi.ie.

All learning outcomes **must** be assessed and achieved

Skills Demonstration	70%
Examination - Theory	30%

Description

Skills Demonstration

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.

The assessor will devise a skill demonstration based on learning outcomes 7-20. The learner must complete a minimum of 14 tasks based on the learning outcomes. The skills demonstration will be terminated if learner actions result in potentially unsafe practice. In this case the learner will fail to meet the standard. This assessment must be passed for the learner to achieve the award.

Weighting Factor:

0 marks for not completing the task to a satisfactory standard.

3 marks for completing each task satisfactorily.

5 marks for completing each task satisfactorily and exceeding the criteria for the task.

Overall Marks: 70

Examination - Theory

An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.

A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.

The assessor will devise a theory based examination based on learning outcomes 1-6. The examination will consist of 30 multiple choice or short-answer questions. The learner must achieve at least 21 correct questions to pass the assessment. This assessment must be passed for the learner to achieve the award.

Weighting Factor: 1 point per question

Overall Marks: 30

Recognition of Prior Learning (RPL)

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.

Grading

Pass	50% - 64%
Merit	65% - 79%

Specific Validation Requirements

Any provider wishing to offer a programme leading to this award must ensure that the programme is operated in accordance with the current quarrying regulations and the specialist material resources (plant, equipment etc.) required to run the programme are in place. See www.fetac.ie for a list of these requirements.

Supporting Documentation

1. 1 Current HSA statutory regulations, codes of practice and guidelines
3. 2 Manufacturer's machine operating instructions

Access

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

Transfer

Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.

2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

Table 1: FET Credit Values

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and <60
4	90	10	5,15,20	>5 and <90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

Guide to Level

Learning outcomes at this level include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Broad range of knowledge
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas.
Know How & Skill	Range	Demonstrate a broad range of specialised skills and tools
	Selectivity	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems
Competence	Context	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts

Role	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups
Learning to Learn	Learn to take responsibility for own learning within a managed environment
Insight	Assume full responsibility for consistency of self- understanding and behaviour

Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI