Component Specification NFQ Level 5

Reach Forklift Truck Skills 5N5832

1. Component Details

Title	Reach Forklift Truck Skills
Teideal as Gaeilge	Scileanna Forc-ardaitheoir Rochtana
Award Type	Minor
Code	5N5832
Level	5
Credit Value	5
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to operate a reach forklift truck safely and efficiently in line with the manufacturer's guidelines and current health and safety guidelines and regulations
Learning Outcomes	Learners will be able to:

1   Explain the importance of having adequate training in operating a reach lift truck safely, correctly and efficiently and the rules and regulations applicable to its safe operation

2   Describe the features and components of a reach forklift truck

3   Summarise the duties and responsibilities of employees and employers in the work place as detailed in in current health and safety legislation

4   Comment on the role of the Health and Safety Authority in maintaining standards for forklift truck operation

5   Identify the fulcrum point of a reach forklift truck

6   Explain the hydraulic principles applied in the operation of a reach forklift truck

7   Identity the hazards associated with forklift trucks and the safety precautions to be taken including:

    - preventing collisions with pedestrians

    - forklift truck tip-over

    - recharging electric lift trucks

    - refuelling diesel and liquid petroleum gas (LPG) lift trucks

8   Investigate the purpose of safety devices and the procedures for their use to include stabilizers, level indicators and load indicators

9   Determine the weight and load centre of various loads and their most appropriate stacking and de-stacking procedures

10 Utilise a load capacity chart to determine if a given load is within the rated capacity of a forklift truck

11 Explain the factors which affect forklift truck stability including the stability triangle and the use of handling attachments

12 Comment on the importance of having vehicle key custody arrangements in place

13 Demonstrate how to correctly mount and dismount a reach forklift truck to include adjusting the seat to a suitable working position and correct use of the instruments and controls

14 Use the correct procedure for connecting and disconnecting lift truck batteries to and from a charger

15 Determine the safety, soundness and rating of structures designed to receive loads from a reach forklift truck

16   Perform the daily 'start up' maintenance check on a reach forklift truck in accordance with manufacturer's guidelines

17   Carry out pre-shift inspections on the reach forklift truck in accordance with manufacturer's guidelines, including the completion of the forklift driver's 'Inspection Report' to record and report on any defects found

18   Drive a laden and un-laden reach forklift truck:

- on inclining and level ground

- in a forward and reverse direction

- manoeuvring around obstacles

- through chicanes

19   Operate a reach forklift truck to stack and de-stack loads at various locations, including ground level, eye level, high level and vertical face

20   Operate a reach forklift truck to stack and de-stack loaded and unloaded pallets, racks, corner post pallets, freestanding loads and vertical face loads, while correctly inserting and withdrawing the forks on loaded and unloaded pallets

Assessment

General Information   All assessment should be planned in accordance with the programme assessment strategy developed as part of the programme submission for validation. See **Policies and Criteria for Validation of Programmes.** Assessment should be undertaken consistently and reflect current assessment guidelines. See www.qqi.ie.

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence consistent with the **minimum intended programme learning outcomes**.

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 QQI's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. All learning outcomes **must** be assessed and achieved in accordance with the **minimum intended module learning outcomes** set out in the validated programme.

Examination - Practical	70%
Examination - Theory	30%

Description

Examination - Practical

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 practical examination assesses specified practical skills demonstrated in a set period of time under restricted conditions.

Examination - Theory

4

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.

Recognition of Prior Learning (RPL)	To support the development and implementation of RPL with regard to access, granting credit/exemptions and achievement of awards/parts of awards, providers should refer to **QQI's Statutory Guidelines for Quality Assurance,** the **Policies and Criteria for Validation of Programmes** and the **Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training** available at www.qqi.ie
Grading	Pass 50% - 64% Merit 65% - 79% Distinction 80% - 100%
Specific Validation Requirements	The provider must have all of the following in place to offer this award: Training area and Reach Forklift truck(s)
Supporting Documentation	1. The Health, Safety and Welfare at Work Act, 2005 2. The Safety, Health and Welfare at Work [General Application] Regulations 2007. Provisions in respect of the Workplace and Work Equipment in particular
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.
		Some underpinning theory
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