WAIHANGA ARA RAU
Construction and Infrastructure
Workforce Development Council

SHORT COURSE TRAINING

DELIVERY AND ASSESSMENT GUIDANCE

VERSION 1 | MARCH 2025

Approved by	
Date Approved	
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Date Approved	

Version	Date	Nature of Amendment
1.0		New document created.

FOREWORD

The Workforce Development Councils (WDCs) have developed this document. Included are standards which are delivered and assessed in a short course format, under the various WDC Standard Setting Body (SSB) coverage. Additional standards may be added to this document.

HANGA-ARO-RAU
Manufacturing, Engineering and Logistics
Workforce Development Council

MUKA TANGATA
People, Food and Fibre
Workforce Development Council

RINGA HORA
Services
Workforce Development Council

TOI MAI
Workforce Development Council

TOITŪ TE WAIORA
Community, Health, Education and Social Services
Workforce Development Council

WAIHANGA ARA RAU
Construction and Infrastructure
Workforce Development Council

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1. INTRODUCTION

This guidance document is related to the delivery and assessment of standards in a short course format. It outlines standard setting body expectations to ensure that the assessment against the standards contained in the document are fair, valid, and consistent.

The guidance information outlined in this document will assist industry and providers to select the appropriate standard/s to ensure that workers have the knowledge and skills to be safe at work and be deemed competent at the appropriate level.

The guidance document is not an assessment resource, it is guidance for the delivery and assessment of the standards outlined, including the sufficiency of evidence to support the assessment decision made by assessors.

1.1 SCOPE

This guidance document is limited to those standards that are delivered and assessed through a short course format and may include compliance training, block course training, or other forms of short course delivery.

Micro-credentials and programmes of study should consider the guidance given but will also include additional detail around the delivery and assessment of standards within that programme.

2. PRINCIPLES

Refer to the Aromatawai and the Principles of Assessment document available from NZQA for additional information on holistic assessment practice.

Aromatawai and the Principles of Assessment

2.1 DELIVERY AND ASSESSMENT

Assessment cannot be considered in isolation, it incorporates:

- **Teaching or training:** direct contact time with teachers or trainers.
- **Learning:** the opportunity for a learner to reinforce knowledge and skills through practice. This maybe in a simulated provider environment or in the workplace. Learning also includes workplace experience associated to a standards context prior to assessment.

Note: for the purposes of this document, we have used the term ***delivery*** to describe the teaching or training and learning components of a standard.

- **Assessment:** time spent by a learner gathering naturally occurring evidence from the workplace, or demonstrating to an assessor, that they have achieved the outcomes of the standard at the appropriate level.

For the assessment to be **valid** the following needs to be considered:

- That assessment is aligned to the required context and delivery mode, including the use of relevant legislation, standards, or codes.
- That assessment is at the level of the standard, including the level of supervision, familiarity and complexity required.

The opportunity to gain experience in the skills being taught is often overlooked in short course training that currently has more of an emphasis on assessment. The length of the short course also determines the proportion of time allocated to the teaching or training, learning, or assessment components.

2.2 CREDITS

All standards have a credit value assigned to them. The credit value reflects the notional learning time it is expected to take the learner to meet the outcomes of the standard.

One credit represents a notional **10 hours** of teaching or training, learning, and assessment time. This includes time taken to gather the evidence for assessment purposes.

Although 'notional' the opportunity for teaching and learning is often overlooked when standards are used in a short course format, but it is one of the most essential elements in ensuring that assessment is fair and valid.

Teaching and learning needs to be considered in all short course training to ensure the purpose of the course is appropriate and the outcome meets the expectations of industry.

Note:

- For the purposes of this guidance document, we have used the formula of **6.5 hours** per credit to calculate the minimum hours expected for the **delivery** of a standard.
- The 6.5 hours per credit may include the time associated to teaching, learning, and gaining experience associated to the standard being assessed.
- The additional **3.5 hours** per credit will be associated to the **assessment** of the standard.
- The delivery and assessment hours specified for some standards does not always meet the expected 10 hours per credit criteria. As the standard setting body, Waihanga Ara Rau acknowledges this, but recognises that priority needs to be given to addressing this issue. Where identified, the unit standards shall be reviewed and moved to skill standards where the actual delivery and assessment time shall be considered as part of that review process. Once new skill standards have been approved, the unit standards shall be expired with a shortened expiring period to ensure the discrepancy is addressed.

3. THOSE INVOLVED IN THE ASSESSMENT PROCESS

3.1 VERIFIER

A verifier is someone who supports the assessment process where an assessor is not directly observing the assessment being undertaken. This is typically in the workplace and not in a provider setting. A verifier does not make assessment decisions. The role of the verifier is to:

- Verify that evidence provided by the learner is valid, authentic, and consistent.
- Confirm that the learners practice is in accordance with relevant legislation, codes, standards, and workplace practices.
- Based on their observations, verify the performance of the learner completing assessment tasks.
- Verify that the experience gained by the learner is related to the outcomes of the standard and is sufficient to ensure that the learner is ready for assessment.

Verifier evidence must include the following:

- Name of the learner, employer/verifier, and company name and date.
- Verification of evidence from all assessment tasks and the learner's involvement in the jobs associated with assessment tasks.
- Verification that the learner has gained the required experience in the workplace through the supervised completion of tasks associated to the standard.
- Verification that the learner can undertake assessment tasks that meet the learning outcomes of the standard at the appropriate level.

Further verifier evidence may be required for specific standards. Details are included in the Short Course Guidance sections below.

A verifier should hold the qualification, or standards, they are verifying against and have received appropriate training to act as a verifier.

3.2 ASSESSOR

An assessor must be confident that the candidate can apply the skills and knowledge outlined in the standard to the level, scope and complexity required to support the achievement of related standards.

The assessor will make an assessment decision based upon a collection of evidence, including verification. An assessor is a person who:

- Holds the qualification, and/or standards, they are assessing against or be able to demonstrate the equivalent skills and knowledge.
- Holds unit standard 4098 - Use standards to assess candidate performance or demonstrates equivalent knowledge and skills.
- Participates in the moderation process.

- Meets the requirements of the current Consent and Moderation Requirements (CMR) document.

If verification is not used, the assessor must ensure that the learner has gained sufficient experience related to the outcomes of the standard and is deemed ready for assessment.

The moderation process helps to ensure that assessors are making consistent decisions against the standard irrespective of the context or mode of delivery of that assessment.

4. SHORT COURSE GUIDANCE

4.1 GUIDANCE

The guidance in the document is divided into subject areas that reflects short course training that is currently available, including the grouping of current standards.

For each standard, the following has been specified:

- standard outcome
- intended context.
- expected delivery requirements: this includes teaching or training, and learning, requirements. This also includes an indication of duration and delivery mode (simulated, workplace)
- expected assessment requirements.
- evidence requirements, including sufficiency (if applicable)
- recommendations
- interim determinations (if applicable)

There is additional information available by downloading the standard from the NZQA website. It is not the intention to duplicate NZQA criteria in this document.

NZQA Standards

5. WORKING AT HEIGHTS

5.1 US23229 – USE SAFETY HARNESS SYSTEM WHEN WORKING AT HEIGHTS (L3, C4)

OUTCOME

The outcome of this standard is to give learners the knowledge and skills to competently use a safety harness where a fall hazard exists at height. It is intended to encourage hazard management and the prevention of safety incidents.

CONTEXT

This standard is an industry standard and suitable to be used as an introduction to working at heights and for learners who are new to an industry or have prior experience.

It provides the core knowledge and skills to allow the learner to work safety at heights across a number of industry sectors to complete basic work while under total restraint. An example could be working on roofs, scaffolding, or operating elevated work platforms.

Learners who have achieved this standard will be able to use safety harnesses with limited supervision in familiar situations.

Note:

- This standard **is** suitable to be delivered to secondary school or Gateway students, or to learners new to the industry.
- The delivery and assessment of this standard has been based on a total of 10 notional hours per credit. An average of 6.5 hours per credit for delivery (teaching and learning), and 3.5 hours for assessment.

DELIVERY

This standard is suitable to be delivered in a simulated or workplace environment. If delivered in a short course format:

- The duration should be a minimum of **16 hours**.
- The course should contain a teaching component, and an opportunity for learners to safely practice the skills to reinforce their knowledge in different contexts.

ASSESSMENT

This standard is suitable to be assessed in a simulated or workplace environment. If assessed in a short course format:

- Practical assessment should simulate realistic situations that a learner would come across in a workplace where they would be under limited supervision.
- Learners should be practically assessed using a minimum of **two** different situations.

Notes:

- Assessment should focus on the prevention and fall restraint using travel restraint strategies, rather than fall arrest.

RECOMMENDATIONS

It is recommended that:

- The provider should consider how the theoretical knowledge and practical skills can be integrated into the assessment to ensure assessment is holistic.
- Delivery and assessment must consider the needs of the learner, especially where English is a second language, to ensure that all learners meet the same level of competence across all contexts of delivery and assessment.
- The course should consider the use of both fixed and temporary anchor points and the inspection requirements for safety harness equipment.
- This standard is delivered as a standalone course for learners as an introduction to working at heights. It **is** suitable to be delivered to secondary school or Gateway students, or to learners new to the industry.
- The course is not suitable to be integrated with unit standards 15757 (*Use, instal and disestablish temporary height safety systems when working at height*), 17600 (*Explain safe work practices for working at heights*) or 25045 (*Employ height safety equipment in the workplace*) in a short course format.

5.2 US15757 – USE, INSTALL AND DISESTABLISH TEMPORARY PROPRIETARY HEIGHT SAFETY SYSTEMS WHEN WORKING AT HEIGHT (L3, C4)

OUTCOME

The outcome of this standard is to give learners the knowledge and skills to competently install, use, and disestablish temporary proprietary heigh safety systems.

The standard excludes the installation of permanent horizontal lifeline systems and the use of lanyards.

CONTEXT

This standard is an industry based standard for learners who are regularly installing, using, or destabilising temporary proprietary height safety systems.

Learners **must** have already achieved standard 23229 (*Use safety harness system when working at heights)* and have industry experience undertaking basic work while working at heights.

Learners who have achieved this standard will be able to work with temporary proprietary height safety systems with limited supervision in familiar situations.

Note:

- This standard **is not** suitable for secondary school students, or learners who are only undertaking basic work while under total restraint, or as a basic introduction to working at heights for learners with no industry experience.

- The delivery and assessment of this standard has been based on a total of 10 notional hours per credit. An average of 6.5 hours per credit for delivery (teaching and learning), and 3.5 hours for assessment.

DELIVERY

The delivery of this standard can be supported through a short course format that:

- Is a minimum of **8 hours**.
- Contains a teaching component, an opportunity for learners to practice the skills to reinforce their knowledge in different contexts.
- Documented workplace experience totalling a minimum of **26 hours** related to the installation, use, and disestablishment of temporary proprietary heigh safety systems, prior to being assessed. (This may include the 8hrs of the short course, if applicable).

ASSESSMENT

This standard is **not** suitable to be assessed in a simulated short course format.

Practical assessment of the standard should be based on experience and evidence from the workplace over a period of time. The evidence requirements, outlined below, should be gained from actual jobs to ensure learners have the competence and confidence to install, use, and disestablish temporary proprietary height safety systems with limited supervision.

EVIDENCE REQUIREMENTS

Assessment evidence must:

- Include evidence of identifying, installing, and disestablishing **one** horizontal and **one** vertical temporary proprietary fall arrest system. Evidence may come from the same, or multiple jobs, depending on the scope of particular jobs.
- Include evidence of using at least **four** different proprietary height safety systems. Evidence may come from the same, or multiple jobs, depending on the scope of particular jobs.
- Include verifiable evidence of a minimum of **26 hours** workplace experience installing, using, and disestablishing temporary proprietary heigh safety systems.

RECOMMENDATIONS

It is recommended that:

- The provider should consider how any theoretical knowledge, and practical skills can be integrated into the assessment to ensure assessment is holistic and incorporates the use of naturally occurring evidence where possible.
- This standard is only suitable for learners who are regularly installing, using, or destabilising temporary proprietary heigh safety systems.
- This standard **is not** suitable for secondary school students, or learners who are only undertaking basic work while under total restraint, or as a basic introduction to working at heights for learners with no industry experience.

6. CRANE OPERATIONS

6.1 US30072 DEMONSTRATE AND APPLY KNOWLEDGE OF SLINGING REGULAR LOADS SAFELY (L3, C14)

OUTCOME

The outcome of this standard is to give learners the knowledge and skills to competently prepare, and sling crane loads safely. It is intended to develop an understanding of hazard management and the prevention of safety incidents during crane operations.

CONTEXT

This standard is an industry based standard and suitable to be used as an introduction to crane operations for learners who are new to an industry or have some prior experience.

This standard supports work across the crane sector and focuses on the core knowledge and skills to allow learners to safely prepare and sling regular loads across a number of crane types. Examples of cranes include truck loader crane, remote or pendant controlled gantry crane and self-erecting tower crane.

Learners who have achieved this standard will be able to safely prepare and sling regular loads with limited supervision in familiar situations, ensuring compliance with legislative and industry requirements.

Note:

- This standard is suitable for Gateway in a secondary school setting where structured workplace learning is integrated with school-based learning. It must not be delivered to other secondary school students.
- The delivery and assessment of this standard has been based on a total of 10 notional hours per credit. An average of 6.5 hours per credit for delivery (teaching and learning), and 3.5 hours for assessment.
- As the standard setting body, Waihanga Ara Rau acknowledges that the delivery and assessment timeframes specified does not meet the expected 10 hours per credit criteria. The unit standard is currently being reviewed and moved to skill standards, the actual delivery time shall be considered as part of that review process, and the unit standards shall be expired with a shortened expiring period to ensure the discrepancy is addressed.

DELIVERY

This standard is suitable to be delivered in a simulated or workplace environment. If delivered in a short course format:

- Is a minimum of 16 hours.
- The course may introduce the concepts of specific crane types to reenforce the learning, but the assessment of those different crane types must be undertaken in the workplace.
- The course must include a teaching component, and an opportunity for learners to practice the skills to reinforce their knowledge.

- Delivery should simulate realistic situations that a learner would come across in a workplace where they would be under limited supervision.

ASSESSMENT

This standard is suitable to be assessed in a simulated or workplace environment. If assessed in a simulated short course format:

- Practical assessment of slinging should simulate realistic situations that a learner would come across in a workplace where they would be under limited supervision.
- Evidence of assessment must include using a minimum of **two** different slinging examples.
- The assessment of US16617, 3800, or other specific crane standards **must not** be undertaken as part of a short course.

Notes:

- Delivery and assessment should focus on hazard management, considering both site and load hazards, knowledge of lifting gear, working load limit (WLL) tables, and the process for preparing and slinging of regular loads. Learners are not required to practically lift the load.
- Assessment should focus on safe operation practices and hazard control measures rather than simply completing tasks.

RECOMMENDATIONS

It is recommended that:

- The provider should consider how the theoretical knowledge and practical skills can be integrated into the assessment to ensure assessment is holistic.
- Delivery and assessment must consider the needs of the learner, especially where English is a second language, to ensure that all learners meet the same level of competence across all forms of provision.
- This standard is delivered as an introduction to crane operations.
- It **is** suitable for Gateway in a secondary school setting where structured workplace learning is integrated with school-based learning. It **must not** be delivered to other secondary school students.

6.2 US 16617 USE A TRUCK LOADER CRANE TO LIFT AND PLACE REGULAR LOADS (L3, C15)

OUTCOME

The outcome of this standard is to give learners the knowledge and skills to competently use a truck loader crane to lift and place regular loads.

The standard excludes complex lifting operations.

CONTEXT

This standard is an industry based standard for learners who are regularly using a truck loader crane to lift and place loads.

This standard supports work across the crane sector and focuses on crane equipment and attachments, safely slinging, lifting, moving, and unloading or placing loads. Securing and preparing the truck loader crane for road transport mode, stowing equipment, and completing documentation.

Learners **must** have already achieved standard 30072 (*Demonstrate and apply knowledge of slinging regular loads safely)* and have industry experience undertaking truck loader crane operations, ensuring compliance with legislative and industry requirements.

Learners who have achieved this standard will be able to use a truck loader crane to lift and place regular loads with limited supervision in familiar situations.

Note:

- This standard **must not** be delivered to secondary school or Gateway students, or to learners who do not hold the pre-requisite standard.
- The delivery and assessment of this standard has been based on a total of 10 notional hours per credit. An average of 6.5 hours per credit for delivery (teaching and learning), and 3.5 hours for assessment.

DELIVERY

This standard can be delivered in a crane workplace or supported by a short course that:

- Contains a teaching component and an opportunity for learners to practice the skills to reinforce their knowledge in different contexts.

Learners must gain a minimum of **100 hours** of verified workplace experience related to the use of truck loader cranes to lift and place regular loads in different contexts prior to being assessed. (This may include the hours of any appropriate short course delivery).

ASSESSMENT

The practical assessment of this standard is **not** suitable to be assessed in a simulated environment. Evidence for practical assessment **must** be based on naturally occurring evidence gained in the workplace.

The evidence requirements, outlined below, should be gained from actual jobs to ensure learners have the competence and confidence to use a truck loader crane to lift and place regular loads under limited supervision.

EVIDENCE REQUIREMENTS

Evidence of assessment must include:

- At least **two** different assessor or verifier observations of the learner slinging, lifting moving, and unloading or placing regular loads. Securing and preparing the truck loader crane for road transport mode, stowing equipment, and completing documentation.

- Include verification of a minimum of **100 hours** workplace experience using a truck loader crane to lift and place regular loads.

Notes:

- Practical assessment should focus on safe operation practices and hazard control measures rather than simply completing tasks.

RECOMMENDATIONS

It is recommended that:

- The provider should consider how any theoretical knowledge, and practical skills can be integrated into the assessment to ensure assessment is holistic and incorporates the use of naturally occurring evidence.
- This standard **is** suitable for learners who are regularly using a truck loader crane to lift and place regular loads.
- This standard **is not** suitable for secondary school or Gateway students.

6.3 US 3800 USE A RADIO REMOTE OR PENDANT CONTROLLED GANTRY CRANE TO LIFT AND PLACE REGULAR LOADS (L3, C10)

OUTCOME

The outcome of this standard is to give learners the knowledge and skills to competently use radio remote or pendant controlled gantry crane to lift and place regular loads.

The standard excludes complex lifting operations.

CONTEXT

This standard is an industry based standard with a focus on learners who are regularly using a radio remote or pendant controlled gantry crane to lift and place loads.

Learners **must** have already achieved standard 30072 (*Demonstrate and apply knowledge of slinging regular loads safely)* and have industry experience using radio remote or pendant controlled gantry crane to lift and place regular loads.

Learners who have achieved this standard will be able to use a radio remote or pendant controlled gantry crane to lift and place regular loads with limited supervision in familiar situations.

Note:

- This standard **must not** be delivered to secondary school or Gateway students, or to learners who do not hold the pre-requisite standard.
- The delivery and assessment of this standard has been based on a total of 10 notional hours per credit. An average of 6.5 hours per credit for delivery (teaching and learning), and 3.5 hours for assessment.

DELIVERY

This standard can be delivered in a crane workplace or supported by a short course that:

- Contains a teaching component and an opportunity for learners to practice the skills to reinforce their knowledge in different contexts.

Learners must gain a minimum of **60 hours** of verified workplace experience related to the use of a radio remote or pendant controlled gantry crane to lift and place loads, prior to being assessed.

ASSESSMENT

The practical assessment of this standard is **not** suitable to be assessed in a simulated environment. Evidence for practical assessment **must** be based on naturally occurring evidence gained in the workplace.

The evidence requirements, outlined below, should be gained from actual jobs to ensure learners have the competence and confidence to use radio remote or pendant controlled gantry crane to lift and place regular loads.

EVIDENCE REQUIREMENTS

Evidence of assessment must include:

- Include evidence of at least **two** different observations of the learner slinging, lifting traveling and unloading or placing regular loads, and parking and storing equipment.
- Include verification of a minimum of **60 hours** workplace experience using a radio remote or pendant controlled gantry crane to lift and place loads.

Notes:

- Practical assessment should focus on safe operation practices and hazard control measures rather than simply completing tasks.

RECOMMENDATIONS

It is recommended that:

- The provider should consider how any theoretical knowledge, and practical skills can be integrated into the assessment to ensure assessment is holistic and incorporates the use of naturally occurring evidence.
- This standard **is** suitable for learners who are regularly using a radio remote or pendant controlled gantry crane to lift and place regular loads.
- This standard **is not** suitable for secondary school or Gateway students.

7. ELEVATING WORK PLATFORMS

7.1 US23966 – DESCRIBE TYPES OF ELEVATING WORK PLATFORMS (EWPS), AND INDUSTRY REQUIREMENTS FOR THEIR USE (L3, C2)

OUTCOME

The outcome of this standard is to give learners the knowledge to identify distinct types of elevating work platforms (EWPs) and their suitability for specific tasks. It is intended to encourage learner's understanding of the safety features and industry requirements for their use, ensuring compliance with best practices and legislation.

CONTEXT

This standard is an industry standard suitable for learners' entering industries with limited or no experience, as well as those with prior knowledge of industries where EWPs are commonly used. The focus is on understanding the types of EWPs, their operational purpose, and safety features, as well as industry requirements and responsibilities.

Learners who complete this standard will gain the knowledge to operate within industry requirements and contribute to a safer work environment.

Note:

- This standard is suitable for learners with no or limited experience with EWPs, as well as those with prior knowledge in this area, providing a basic understanding of their use and safety. It is suitable for delivery in a secondary school setting.
- The delivery and assessment of this standard has been based on a total of 10 notional hours per credit. An average of 6.5 hours per credit for delivery (teaching and learning), and 3.5 hours for assessment.

DELIVERY

This standard is suitable to be delivered in a short course format supported by workplace-based examples. If delivered as a short course:

- The duration should be a minimum of 8 hours.
- The course may introduce the concepts of different EWP machines to reenforce the learning, but the assessment of those different EWP machines must be undertaken in the workplace.
- Delivery should focus on learners' ability to describe the purpose and safety features of EWPs and their knowledge of legislative and industry requirements.

ASSESSMENT

Assessment for this standard should focus on a learners' ability to demonstrate their knowledge of EWP types, safety features and industry requirements. It should be conducted in a manner that

ensures learners can apply their knowledge in realistic settings, including workplace examples where applicable.

Assessment should ensure learners can identify and describe at least **five** distinct types of EWPs, including their suitability for specific tasks and safety features. Assessment should also make learners understand the responsibilities of EWP operators and owners in line with the Best Practice Guide and legislative requirements.

Note:

- Providers are encouraged to integrate practical examples into the assessment process, ensuring learners understand how the knowledge applies in real-world scenarios.

RECOMMENDATIONS

It is recommended that:

- This standard is suitable for learners with no or limited experience with EWPs, as well as those with prior knowledge in this area, providing a basic understanding of their use and safety, and for delivery in a secondary school setting.
- Delivery and assessment must consider learners' language needs, particularly for those with English as a second language, ensuring all learners achieve the required competence.
- Emphasis should be placed on the responsibilities of EWP operators and owners, as well as the importance of safety certifications and maintenance records.
- Delivery and assessment should focus on ensuring learners can demonstrate competence in understanding EWP types and their compliance with safety and legislative standards.

7.2 US23960 – ASSESS THE WORKSITE, PREPARE AND OPERATE A SCISSOR LIFT ELEVATING WORK PLATFORM (EWP) (L3, C3)

US 23961 - ASSESS THE WORKSITE, PREPARE AND OPERATE A TRUCK-MOUNTED ELEVATING WORK PLATFORM (EWP) (L3, C4)

US 23962 - ASSESS THE WORKSITE, PREPARE AND OPERATE A SELF-PROPELLED BOOM LIFT ELEVATING WORK PLATFORM (EWP) (L4, C5)

US 23963 - ASSESS THE WORKSITE, PREPARE AND OPERATE A TRAILER-MOUNTED ELEVATING WORK PLATFORM (EWP) (L3, C4)

US 23964 - ASSESS THE WORKSITE, PREPARE AND OPERATE A VERTICAL LIFT ELEVATING WORK PLATFORM (EWP) (L3, C3)

OUTCOME

The outcome of these standards is to give learners the knowledge and skills to competently assess worksites, prepare, and operate distinct types of elevating work platforms (EWPs). This

includes scissor lift, truck mounted, self-mounted boom lifts, trailer mounted and vertical lift elevating work platforms.

The standards are intended to encourage safe work practices, effective hazard management and compliance with legislative and industry requirements while working at height.

CONTEXT

These standards are industry based standards and provide learners with the skills to safely operate EWPs under limited supervision, ensuring compliance with legislative and industry requirements.

These standards support work across various sectors and focus on tasks such as inspection of worksites for existing and potential hazards, hazard identification and elimination or minimization, and compliance with manufacturer specifications, legislative requirements, and industry protocols. Examples of practical applications include performing maintenance on elevated structures, reaching high shelves, or conducting installations at height.

Learners who have achieved these standards will be able to safely operate EWPs, effectively manage worksite hazards, and follow operational protocols with limited supervision.

Note:

- These standards **are** suitable for delivery in a gateway secondary school setting where structured workplace learning is integrated with school-based learning.
- The delivery and assessment of these standards has been based on a total of 10 notional hours per credit. An average of 6.5 hours per credit for delivery (teaching and learning), and 3.5 hours for assessment.

DELIVERY

Learners should gain exposure to diverse worksite conditions and tasks requiring different EWP applications. Delivery should include:

- An induction to the EWP and hazards associated with that machine prior to use.
- A minimum of **25** hours of practical learning and experience related to the operation, maintenance, and safe use of the specific type of EWP being operated, prior to being assessed.

Practical training should reinforce hazard management, operation, set-up and shutdown procedures.

Notes:

- Training and delivery should focus on providing guidance on inspecting, using and maintaining distinct types of EWPs.

ASSESSMENT:

Learners **must** have completed US23966 (*Describe types of elevating work platforms (EWPs), and industry requirements for their use*) prior to being assessed for these standards.

The practical assessment **is not** suitable to be assessed in a simulated environment. Evidence for practical assessment must be based on the type of EWP learners will use in the workplace.

Practical assessment of these standards must be gained from the actual job tasks to confirm learner's competence in operating EWPs with limited supervision.

Notes:

- Assessment should focus on safe operation and hazard control measures rather than simply completing tasks.

EVIDENCE REQUIREMENTS:

Evidence of assessment for each different type of EWP being assessed, must:

- Include evidence of at least **two** different workplace settings or tasks, showing competence in operating the type of EWP being assessed.
- Include verification of a minimum of **25 hours** workplace experience for each different type of EWP being assessed.

RECOMMENDATIONS

It is recommended that:

- The training should include guidance on inspecting and maintaining machines, understanding manufacturer specifications, and adhering to legislative requirements.
- Emphasis should be placed on hazard management strategies, such as maintaining minimum approach distances to electrical conductors, using personal protective equipment, and operating within load limits.
- Delivery and assessment need to consider the needs of the learner, especially where English is a second language, to ensure that all learners meet the same level of competence across all forms of provision.
- These standards are suitable for delivery in a gateway secondary school setting where structured workplace learning is integrated with school-based learning. They **must not** be delivered to other secondary school students.

UNIT STANDARD DETERMINATIONS

It is important that barriers to teaching, learning and assessment are removed to ensure that learners are not unfairly disadvantaged and are able to progress through their qualification within acceptable timeframes. Where barriers relate to a standard where it is impractical to review and republish that standard, Waihanga Ara Rau, as the Standard Setting Body, shall make a determination that will remain in place until a new version of the standard is approved and delivered.

The table below outlines the issue, the solution, and the date the solution is effective from. All providers assessing against these unit standards shall be moderated against the new criteria. Depending on the change the provider will need to forward Waihanga Ara Rau a copy of the new assessment for their reference, including a copy of their pre-assessment report. This will be considered evidence that the appropriate change has been made.

STD ID	TITLE	VERSION	ISSUE	DETERMINATION	EFFECTIVE FROM
23960	Assess the worksite, prepare and operate a scissor lift elevating work platform (EWP)	4	Industry feedback	The range statements for PCs 1.4 and 1.5 have been adjusted to use "may include" rather than "includes," allowing for variation to suit the type and use of a MEWP based on industry feedback. The updated range statements are as follows: 1.4 Complete documentation in accordance with company requirements. *Range: may include but is not limited to – hazard identification sheet, traffic management plan, pre-start checklists, site procedure forms, notification to WorkSafe NZ.* 1.5 Determine working zone in accordance with company requirements. *Range: may include but is not limited to – minimum approach distances, barriers, competent worker zone.*	14/11/2024
23961	Assess the worksite, prepare and operate a truck-mounted elevating work platform (EWP)	4			
23962	Assess the worksite, prepare and operate a self-propelled boom lift elevating work platform (EWP)	4			
23963	Assess the worksite, prepare and operate a trailer-mounted elevating work platform (EWP)	4			
23964	Assess the worksite, prepare and operate a vertical lift elevating work platform (EWP)	4			

8. TELEHANDLER OPERATIONS

8.1.1 US 23637 OPERATE A TELESCOPIC HANDLER UNDER 7 METRES IN SIZE WITH ATTACHMENT

OUTCOME

The outcome of this standard is to give learners the knowledge and skills to competently operate a telehandler under 7 metres in size with attachments.

The standard excludes suspended loads and work platforms. It does not meet the requirements for the Approved Code of Practice for Cranes.

CONTEXT

This standard is an industry standard with a focus on learners who are regularly operating a telehandler under 7 metres in size with attachments. It is suitable for learners who have basic industry experience undertaking telehandler operations.

It provides the core knowledge and skills to allow workers to safely prepare for and operate a telehandler on a worksite. The standard supports work across a number of industry sectors where telehandlers are commonly used, examples could be construction, manufacturing and agriculture.

It is an introductory standard and is recommended to be completed prior to US33425 and 33426.

Learners who have achieved this standard will be able to operate a telehandler under 7 metres in size with attachments with limited supervision in familiar situations.

Note:

- This standard is not suitable to be delivered to secondary school or gateway students, or to learners with no industry experience.
- The delivery and assessment of this standard has been based on a total of 10 notional hours per credit. An average of 6.5 hours per credit for delivery (teaching and learning), and 3.5 hours for assessment.

DELIVERY

This standard can be delivered on a worksite or other non-simulated environment.

The delivery of this standard can be supported through a short course format that:

- Is a minimum of 8 hours.
- Contains a teaching component, an opportunity for learners to practice the skills to reinforce their knowledge in different contexts.

Delivery must include a minimum of 120 hours (version 5), or 60 hours (version 6) of practical experience in the workplace related to operating a telehandler under 7 metres in size with attachments prior to being assessed.

ASSESSMENT

The practical tasks required of this standard are **not** suitable to be assessed in a simulated short course format. Evidence for practical assessment should be based on naturally occurring evidence gained in the workplace.

The evidence requirements, outlined below, should be gained from actual jobs to ensure learners have the competence and confidence to use a telehandler under 7 metres in size with attachments.

EVIDENCE REQUIREMENTS

Include evidence of

- If applicable, the class of driver licence and endorsements required for the vehicle being driven prior to any practical assessment.
- the same load or attachment placed at **two** different heights or distances.
- Include verification of a minimum of **120 hours** (Version 5), or **60 hours** (Version 6), of workplace experience operating a telehandler under 7 metres in size with attachments.

Notes:

- Operators should not use the frame sway to position the load with the boom elevated.

RECOMMENDATIONS

It is recommended that:

- This standard is only suitable for learners who are, or will be, regularly operating a telehandler under 7 metres in size with attachments.
- The provider should consider how any theoretical knowledge, and practical skills can be integrated into the assessment to ensure assessment is holistic and incorporates the use of naturally occurring evidence.
- Delivery and assessment must consider the needs of the learner, especially where English is a second language, to ensure that all learners meet the same level of competence across all forms of provision.
- This standard **is not** suitable to be delivered to secondary school or Gateway students, or to learners with no industry experience.

9. WHEELS, TRACKS AND ROLLERS

4.1 US 16701/ 16702/ 16703 DEMONSTRATE KNOWLEDGE AND SKILLS FOR DRIVING ON A ROAD FOR ENDORSEMENT W (WHEELS) – T (TRACKS) AND R (ROLLERS)

OUTCOME

The outcome of these standards is for learners to meet the minimum requirements to apply to NZTA for a W(wheels), T (tracks) or R (rollers) endorsement on their driver licence so they can legally drive special-type wheeled vehicles on roads.

CONTEXT

These standards are industry based standards and suitable to be used as an introduction to driving special-type wheeled vehicles legally on a road. Learners maybe new to an industry or have prior experience.

They provide the core knowledge and skills to allow learners to **drive** special-type wheeled vehicles safely and legally on a road. It does not provide the knowledge and skills to **operate** a special-type wheeled vehicle on a worksite.

Learners who have achieved these standards will be able to drive special-type wheeled vehicles on a road. with limited supervision in familiar situations.

Note:

- These standards **are not** suitable to be delivered to secondary school or Gateway students.
- The delivery and assessment of these standard has been based on a total of 10 notional hours per credit. An average of 6.5 hours per credit for delivery (teaching and learning), and 3.5 hours for assessment.
- As the standard setting body, Waihanga Ara Rau acknowledges that the delivery and assessment timeframes specified does not meet the expected 10 hours per credit criteria. These unit standards are currently being reviewed and moved to skill standards, the actual delivery time shall be considered as part of the review process, and the unit standards shall be expired with a shortened expiring period to ensure the discrepancy is addressed.

DELIVERY

These standards are suitable to be delivered in a simulated or road environment.

If delivered in a short course format, US16701, 16702, and/or 16703 can be delivered together to ensure an introductory understanding of special-type wheeled vehicles, the legal requirements, driving procedures, and general considerations relating to driving the vehicle safely on a road.

If delivered in a short course format:

- The duration should be a minimum of **8** hours.

- The course should contain a teaching component, and an opportunity for learners to practice the skills to reinforce their knowledge in different contexts.

ASSESSMENT

These standards are suitable to be assessed in a simulated or workplace environment. If assessed in a short course format:

- Practical assessment should be undertaken in a controlled off-road environment. This may include roads or areas safe to drive on but closed to the general public.
- Learners must hold the appropriate class of licence for the gross vehicle mass of the vehicle being used for the assessment. Where the vehicle requires a NZ full Class 1 licence, assessment may be conducted where a learner holds a NZ restricted licence, however, they are unable to apply for the applicable endorsement until a NZ Class 1 full licence is held.

RECOMMENDATIONS

It is recommended that:

- Delivery and assessment must consider learners' language needs, particularly for those with English as a second language, ensuring all learners achieve the required competence.
- Delivery and assessment should focus on the learners' ability to demonstrate their knowledge.
- These standards are suitable for learners in industry or with little workplace experience. The standards **are not** suitable to be delivered to secondary school or Gateway students.