



# Pressure Vacuum Truck Operator IC

## Practical workbook Supervisor

## Introduction

The participant will practice in the company with skills for the profession of Pressure Vacuum Truck Operator IC. The participant practices the skills by carrying out various practical assignments. By performing these assignments several times, the participant learns to perform the increasingly well.

The practical supervisor (mentor) guides and coaches the participant. That means you:

- Instruct and explain the practical assignments to the participant
- Listen to and understand the learner
- Are not immediately ready with a judgment
- Analyze and see where the participant still has difficulties
- See mistakes as opportunities to learn
- Encourage the participant when he does well
- Specifically point out things that are not going well yet
- Give feedback to help a participant improve
- Ask open questions to the participant
- Are a support and refuge for the participant

## Guidance in carrying out the practical assignments

The participant will work on various practical assignments in the workplace. First, he performs an introductory assignment.

In this assignment, the participant gets an idea of what the profession of Pressure Vacuum Truck Operator IC entails, the participant collects contact details and the participant makes a step-by-step plan with your help. The nature of the work of the company and the client is examined.

Discuss the detailed assignment with the participant. Is everything clear? Does the participant know which step to take? Is the schedule realistic?

Also discuss at what times the participant can come to you with questions and when you will give him feedback on his work.

There are fourteen different practical assignments for the participant Pressure Vacuum Truck Operator IC that he must perform at least 3 times. As a supervisor, you provide feedback and suggest points for improvement on the basis of each assignment performed. You base the feedback on the professional competences and criteria that go with it. With this you can easily substantiate your opinion.

### **Professional Competencies Pressure Vacuum Truck Operator IC**

#### ***Competency 1. Works safely, hygienically, cost-effectively and environmentally conscious*** *Behavioral criteria*

- Identifies and reports unsafe situations and non-environmentally conscious actions.
- Responds alertly and actively to the emergence of unsafe situations .
- Acts appropriately in emergency situations.
- Deals efficiently and consciously with the material/raw materials.
- Keeps the workplace tidy and clean.

- Uses materials, tools and prescribed PPE correctly.
- Uses equipment correctly.
- Checks own PPE .
- Addresses colleagues on careless use of PPE .
- Collects waste/residual material and sorts it according to regulations.
- Disposes of waste/residual material in accordance with regulations.
- Performs all work in accordance with the applicable regulations for safety, working conditions and the environment.
- Points out the risks of unsafe situations to others.
- Suggests improvements for non-environmentally aware actions.
- Addresses others on unsafe and/or non-environmentally aware behavior.
- Makes suggestions for improvement to the responsible person.
- Works cost-consciously.

### ***Competency 2. Plan and organize the work***

#### *Behavioral criteria*

- Collects and interprets relevant information.
- Uses relevant information, such as instructions and work order.
- Plans and organizes own work.
- Gathers the right materials, tools and resources.
- Prepares materials, tools and equipment for use.
- Works according to safety procedures regulations and work instructions.
- Checks whether company and safety regulations have been followed.
- Calls in the manager or colleagues if necessary.
- Determines the resources and people required to perform work.
- Sets clear goals.
- Sets priorities.
- Monitors the progress of the execution of the work.
- Organizes the work of colleagues.

### ***Competency 3. Uses the right materials and resources***

#### *Behavioral criteria*

- Knows the uses of materials and resources.
- Selects the right materials and resources to carry out the work.
- Makes responsible use of materials and resources.
- Handles materials and resources efficiently.
- Ensures daily maintenance of materials and resources according to company standards.
- Does not make improper use of materials and resources.
- Stores materials and resources in a clean and safe place.

### ***Competency 4. Maintains Equipment***

- Performs easy minor maintenance.
- Checks the safety devices on the equipment.
- Signals deviations in equipment.
- Consults with colleagues and supervisors if necessary.
- Works according to procedures and regulations.

- Consults the manual.
- Uses the right tools.
- Keeps the workplace tidy and clean.
- Uses the prescribed PPE .
- Initiates ad hoc maintenance .

**Competency 5. Communicates with colleagues, supervisor and external parties**

*Behavioral criteria*

- Uses correct manners.
- Adapts to company culture.
- Makes work arrangements with colleagues.
- Fulfills work agreements made or informs in a timely manner that this is not possible.
- Listens carefully and shows patience.
- Asks for necessary information.
- Asks for clarification if necessary.
- Gets a message across briefly and clearly.
- Asks colleagues for help if he can't figure it out.
- Presents a problem in a clear manner to supervisor or those involved.
- Actively participates in work discussions.
- Works in good harmony with colleagues and supervisor.
- Contributes to a positive work atmosphere.
- Shows interest in the work of others.

**Competency 6. Collaborates with others**

*Behavioral criteria*

- Keeps to the agreements.
- Considers differences between people and their way of working.
- Gives feedback to colleagues.
- Receives feedback from colleagues.
- Handles feedback from colleagues constructively.
- Asks colleagues for help if he can't figure it out himself.
- Focuses on team results.
- Shows motivation.
- Is flexible in the execution of tasks.
- Stimulates collaboration.
- Treats all colleagues equally.
- Shares relevant information with colleagues.
- Holds colleagues accountable for their responsibilities.
- Motivates and stimulates colleagues.
- Considers the consequences actions may have for others outside the team.

**Competency 7. Ensures quality of work performed**

*Behavioral criteria*

- Consults with colleagues, managers and external parties.
- Signals deviations and reports this.
- Addresses colleagues about non-quality-conscious actions.

- Works according to procedures and regulations.
- Checks own work during and after the performance of tasks.
- Checks the work of others during and after the performance of tasks.
- Supports colleagues in solving quality problems.
- Evaluates the work process and makes suggestions for improvement.

### **Competency 8. Works on own development**

#### *Behavioral criteria*

- Maps out with the manager what is going well and what could be done better at work.
- Determines with the manager which professional competencies he must further develop.
- Determines with the manager which activities he must undertake for this purpose.
- Undertakes the activities agreed with the manager.
- Applies new working methods in consultation.
- Keeps up to date with documentation.
- Follows training sessions and/or courses.
- Is open to personal development and acts accordingly.
- Inquires regularly about and is open to new developments.
- Encourages colleagues to continuously develop themselves.

### **Competency 9. Handles changes well**

#### *Behavioral criteria*

- Keeps informed about changes.
- Deals with ambiguity and uncertainty in the right way.
- Adapts to changing circumstances.
- Advises on activities for further development.
- Contributes to innovation and improvement.
- Takes the initiative to follow new developments.
- Makes an active contribution to the implementation of changes and innovations.

### **Competency 10. Supervises colleagues**

#### *Behavioral criteria*

- Ensures a good introduction to new colleagues.
- Provides instructions on work to be performed.
- When instructing, connect with the knowledge and experience of colleagues.
- Demonstrates how best to carry out professional operations.
- Gives colleagues space to ask questions and checks whether colleagues understand the explanation.
- Observes colleagues when performing the instructed professional action .
- Gives colleagues clear, honest and constructive feedback about their professional actions.
- Stimulates and motivates colleagues.
- Handles confidential information with care.
- Takes the situation of the individual employee into account.
- Conducts work conversations with colleagues he supervises.
- Pays attention to non-verbal communication.

- Takes action when the situation calls for it.
- Evaluates the course of supervision.

**Competency 11. Directs colleagues.**

*Behavioral criteria*

- Defines assignments for employees
- When distributing the work, takes into account the qualities of employees.
- Monitors the progress of the work and sets priorities.
- Provides employees with the necessary information.
- Clearly states what is expected of employees.
- Holds employees accountable for their responsibility.
- Involves employees in the organization of the work process.
- Signals tensions and acts accordingly.
- Discusses problems and looks for solutions.
- Creates working conditions with optimally functioning employees.
- Takes differences between employees into account when dealing with them.

**Competency 12. Registers data and reports**

*Behavioral criteria*

- Records relevant data in the applicable documents.
- Provides clear, complete and relevant information.
- Works accurately.
- Works according to procedures and regulations.
- Reports data and findings to those involved.

**Competency 14. Monitors the work process**

*Behavioral criteria*

- Signals deviations in the process flow
- Determines when deviations or malfunctions must be reported.
- Works according to procedures and regulations.
- Exchanges information with colleagues and/or supervisor.
- Takes responsibility for the work process.
- Takes responsibility for quality and safety.
- Oversees the consequences of interruptions and disruptions to safety, quality and process progress.
- Interprets the information correctly.
- Helps colleagues solve problems.
- Ensures correct use of correct PPE .
- Checks the progress and results of the work process.

**Competency 15. Acts customer-oriented**

*Behavioral criteria*

- Is representative.
- Shows interest and listens actively.
- Clearly indicates what can and cannot be done.
- Informs the customer about the work.

- Responds to the changed situation and adjusts the working method accordingly in consultation with the manager.
- Refers to (specialised) colleagues if necessary.
- Provides advice when asked.
- Thinks along, also gives unsolicited advice.
- Limits nuisance as a result of the work to a minimum.
- Ensures a tidy workplace after the work is completed.
- Prevents causes for complaints as much as possible.
- Takes every complaint seriously and ensures follow-up.

Select three competences that the participant still needs to work on and indicate for each competence which behavioral criteria are the most important points for attention for this participant. Give this back to the participant as feedback.

In addition, indicate which competencies the participant already does well. Motivate your choice with some behavioral criteria that the participant already demonstrates very well.

*An example:*

*In the assessment of participant 1 you noticed that he works sloppily and does not know exactly how the aids work.*

*You select from three competencies that this participant must work with: 1. Works safely, hygienically, cost- and environmentally consciously, 3. Uses the right materials and resources and 6. Works together with others.*

*The next step: You determine for each competency which behavioral criteria the participant should improve in particular. For competency 1. This is, for example: Keeps the workplace clear and clean and Collects waste and sorts it according to regulations.*

*You make the following overview of this feedback.*

<b>Competence</b>	<b>What requires attention</b>
<i>1. Works safely, hygienically, cost and environmentally conscious</i>	<i>Keeps the workplace tidy and clean</i>
	<i>Collects waste and sorts it according to regulations.</i>
<i>3. Uses the right materials and resources</i>	<i>Handles materials and resources efficiently.</i>
	<i>Knows the uses of materials and resources.</i>
<i>6. Collaborates with others</i>	<i>Asks for help if he can't figure it out on his own</i>
	<i>Shares relevant information with colleagues</i>

*Participant 1 also showed his strengths. Also mention that in the feedback.*

You select 2 or 3 competences on which this participant scores well. For example: 2. Plans and organizes the work and 5. Communicates with colleagues, supervisors and external parties.

The participant shows the strengths per competency in the following behavioral criteria. At Competency 2. Uses relevant information, such as instructions and work order and Works according to safety procedures, regulations and work instructions.

You can also put this feedback in an overview:

<b>Competence</b>	<b>What are you good at</b>
2. Plans and organizes the work.	Uses relevant information, such as instructions and work order
	Works according to safety procedures, regulations and work instructions
5. Communicates with colleagues, managers and external parties.	Uses correct manners.
	Contributes to a positive working atmosphere.

Give the participant feedback in the overviews and explain it orally. The participant knows that he has to pay extra attention to the points of attention indicated. The participant also knows what he scores particularly well on.

When the participant does the assignment for the second and third time, take this feedback back. Is there improvement? If so, in which parts?

Evaluate the program regularly with the participant's manager.

If the participant is not skilled enough after performing the same practical assignment 3 times, you can decide in consultation with the manager to have the participant perform this assignment a fourth or fifth time.

If you think that the participant is not suitable for the profession, you should also discuss this with the participant's manager.

### Completion of practical assignments and planning of the final test

The participant who has shown that he can perform all practical assignments well, may take a final test.

In the final test, the participant carries out a practical assignment.

The company determines where the participant can perform the final test and chooses an assignment that is relevant for a Pressure Vacuum Truck Operator IC and in which the participant can show all his skills.



During the final test, the participant carries out the assignment completely independently, without further guidance.

You assess the completed assignment on the basis of the assessment form below.

<b>Core task 1: Preparing cleaning activities</b>			
<b>1.1 Collecting required material, tools and equipment</b>	I	G	N
Ensures that materials and tools are collected. <ul style="list-style-type: none"> <li>Collects and interprets relevant information</li> <li>Determines the resources and people required to carry out the work</li> <li>Knows the possible uses of materials and resources</li> <li>Sets goals and priorities</li> </ul>			
Checks that the necessary materials are ready for use. <ul style="list-style-type: none"> <li>Indicate to others the risks of unsafe situations</li> <li>Checks own PPE</li> <li>Organizes the work of colleagues</li> </ul>			
<b>1.2 Preparing equipment and connecting aids</b>	I	G	N
Prepare the equipment for use <ul style="list-style-type: none"> <li>Works according to safety procedures regulations and work instructions</li> <li>Connect tools correctly</li> <li>Works accurately</li> </ul>			
Performs a check. <ul style="list-style-type: none"> <li>Determines when deviations or faults must be reported</li> <li>Asks for necessary information</li> <li>Sends a message briefly and clearly</li> </ul>			
Checks the security of the location <ul style="list-style-type: none"> <li>Identifies and reports an unsafe situation</li> <li>Clearly indicates what can and cannot be done</li> <li>Holds colleagues accountable</li> </ul>			
<b>Core task 2: Carrying out cleaning activities</b>			
<b>2.1 Performs cleaning work</b>	I	G	N
Performs the cleaning work optimally <ul style="list-style-type: none"> <li>Works meticulously and at a good pace</li> <li>Monitors the progress and results of the work process</li> <li>Works in accordance with regulations for safety, working conditions and the environment</li> </ul>			
Use the equipment correctly <ul style="list-style-type: none"> <li>Works according to procedures and regulations</li> <li>Instructs colleagues to act being mindful of quality</li> <li>Makes responsible use of the equipment</li> </ul>			
<b>2.2 Disposes (hazardous) substances</b>	I	G	N
Disposes of the residues according to regulations. <ul style="list-style-type: none"> <li>Disposes of waste/residual material in accordance with regulations</li> <li>Appeals to others for unsafe and/or non-environmentally conscious behaviour</li> <li>Makes suggestions in non-environmentally conscious actions</li> </ul>			

<b>2.3 Completion of work</b>	I	G	N
Cleans up the used materials and tools. <ul style="list-style-type: none"> <li>• Cleans used tools after use</li> <li>• Checks whether tools are still functioning properly</li> <li>• Checks if materials are not exhausted</li> <li>• Safely stores materials and resources</li> </ul>			
<b>2.4 Minor maintenance and remedying (minor) faults</b>	I	G	N
Performs daily maintenance on equipment and tools <ul style="list-style-type: none"> <li>• Detects equipment related deviations</li> <li>• Consult the manual</li> <li>• Performs daily maintenance of materials and resources according to company standards</li> </ul>			
Performs daily maintenance on machinery <ul style="list-style-type: none"> <li>• Checks the safety devices on the machinery</li> <li>• Plans easy minor maintenance</li> <li>• Ensures that maintenance work is carried out</li> </ul>			
<b>Core task 3: Functional leadership</b>			
<b>3.1 Provides instruction and guidance</b>	I	G	N
Instructs employees about the work to be performed. <ul style="list-style-type: none"> <li>• Defines assignments for employees</li> <li>• Involves employees in the organization of the work process</li> <li>• Provides employees with the necessary information</li> </ul>			
Supports employees at work. <ul style="list-style-type: none"> <li>• Clearly states what is expected of employees</li> <li>• Takes into account the qualities of employees when distributing the work</li> <li>• Creates working conditions with optimally functioning employees</li> </ul>			
<b>3.2 Checks and resolves issues</b>	I	G	N
Checks the work of employees. <ul style="list-style-type: none"> <li>• Monitors the progress of the work and sets priorities</li> <li>• Holds employees accountable for their responsibility</li> <li>• Takes differences between employees into account when dealing with them</li> </ul>			
Provides feedback on the outcome of checks. <ul style="list-style-type: none"> <li>• Signals tensions and acts accordingly.</li> <li>• Discusses problems and looks for solutions</li> </ul>			
I: Insufficient G: Good N: Not observed  Total assessment final test: Pass / Fail*			

The participant must score a Good for all parts to pass the final test.

A maximum of 3 underlying points of attention may be given the score 'N : Not Observed'.

Discuss the assessed assignment with the participant afterwards. Then you also give the result of the final test to the participant.

If the participant has passed the final test, the module Pressure Vacuum Truck Operator IC is completed.

If the participant has not passed, you discuss which practical assignments the participant can perform again in the workplace to gain even more experience.

\*If you assess the final test with two people, the first step is to compare the scores of both assessors and arrive at a common point of view. You discuss this common position with the participant.