

Level 2 NVQ Diploma in Steelfixing Occupations (Construction) (2455-02)

Version 1.2 (March 2017)

Qualification Handbook

Qualification at a glance

Subject area	Construction
City & Guilds number	2455
Age group approved	16-19, 19+
Entry requirements	City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.
Assessment types	Portfolio of Evidence
Approvals	This qualification requires full centre and qualification approval
Support materials	Candidate logbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates
External quality assurance	This qualification is externally quality assured by City & Guilds

Title and level	GLH	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 2 NVQ Diploma in Steelfixing Occupations (Construction)	160	480	2455-02	603/1168/X

Version and Date	Change Detail	Section
May 2017 V1.2	CSCS card information updated	3. Delivering the qualification

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1 Introduction

This section tells you what this qualification is about:

Area	Description
Who is the qualification for?	This qualification is for learners who work or want to work as a steel fixer in the construction sector. It allows learners to develop and practise the skills required for employment in steel fixing. It is particularly relevant to learners who are going to work for large employers undertaking new development work. A Level 2 NVQ Diploma in Steelfixing Occupation is official recognition of the knowledge and skills needed to work in this area of the construction field.
What does the qualification cover?	Learners will develop and practise the skills required for employment in steel fixing such as relevant health, safety and welfare in the workplace, and cutting, bending, and prefabricating reinforcement steel to shape in the workplace.
What opportunities for progression are there?	It allows learners to progress into employment as a Steelfixer. This qualification also sits within the Construction Civil Engineering (level 2) Apprenticeship Framework, and is often taken alongside the Level 2 NVQ Diploma in Steelfixing (knowledge qualification). Alternatively learners can progress onto a Level 3 NVQ Diploma in Occupational Work Supervision.
Who did we develop the qualification with?	This qualification is based on the Steelfixing National Occupational Standards (NOS) set by CITB.
Is it part of an apprenticeship framework or initiative?	This qualification forms the competence based element of the Apprenticeship in Construction Civil Engineering (Level 2), pathway 9: Steelfixing.

Structure

To achieve the **Level 2 NVQ Diploma in Steelfixing Occupations (Construction)**, learners must achieve mandatory units 201, 202, 203. Learners must also achieve two optional units from 204, 205, 206. Learners may achieve the elective unit 207. However this will not count towards the qualification.

City & Guilds unit number	Unit title	GLH
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Mandatory Unit Group

201	Conforming to General Health, Safety and Welfare in the Workplace	7
202	Conforming to Productive Working Practices in the Workplace	10
203	Moving, Handling and Storing Resources in the Workplace	17

Optional Unit Group

204	Cutting and Bending Reinforcement Steel to Shape in the Workplace	53
205	Fixing Steel in Situ in the Workplace	73
206	Prefabricating Reinforcement Steel Sections in the Workplace	83

Elective Unit Group

207	Slinging and Hand Signalling the Movement of Suspended Loads in the Workplace	33
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Total Qualification Time (TQT)

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 NVQ Diploma in Steelfixing Occupations (Construction)	160	480

2 Centre requirements

Approval

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the Centre Manual - Supporting Customer Excellence for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Resource requirements

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Assessors and internal verifiers

Assessors must have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed. This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement
- references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview.

(The verification process must be recorded and available for audit)

Assessors must have sufficient occupational expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements. Assessors:

- should only assess in their acknowledged area of occupational competence
- shall be prepared to participate in training activities for their continued professional development
- must have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy
- must hold, or be working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment', either in the RQF or the SCQF:
 - Level 3 Award in Assessing Competence in the Work Environment
 - Level 3 Certificate in Assessing Vocational Achievement
 - SVQ (SCQF level) Assessing Competence in the Work Environment
 - SVQ (SCQF level) Assessing Vocational Achievement

or hold one of the following:

- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence

Holders of A1 and D32/33 must assess to the reviewed National Occupational Standards (NOS) for Learning and Development.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as these qualifications are not approved for learners under 16.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. Recording forms are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

CSCS card

Learners are entitled to progress towards a CSCS labourer card on achievement of the Level 1 Award in Health and Safety in a Construction Environment or recognised equivalent. All applicants must also pass the Health Safety & Environment test at the relevant level to apply for the CSCS card, allowing them to work on a Construction site.

The Construction Skills Register (CSR) in Northern Ireland is a register of construction workers who have completed the industry approved CSR health and safety training course and assessment. CSR has signed an Affiliation Agreement with CSCS so CSR cards are accepted in the UK.

For further information please follow the links below:

<http://www.cscs.uk.com/cscs-cards/types-of-card>

<http://www.cscs.uk.com/faqs/health-and-safety-test>

4 Assessment

Summary of assessment methods

Candidates must:

- have a completed portfolio of evidence for each unit

Aspects to be assessed through performance in the workplace.

Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This includes naturally occurring documentary evidence (hard copy and electronic), direct observation of activities and witness testimony as relevant. Individual units will specify any exceptions to this position.

Workplace evidence must be supported by the required evidence of knowledge and understanding. This evidence may be identified by:

- questioning the candidate
- recognised industry education and training programme assessment or professional interview assessment that has been matched to NOS requirements
- performance evidence.

A holistic approach towards the collection of evidence should be encouraged. The focus should be on assessing activities generated by the whole work experience rather than focusing on specific tasks. This would show how evidence requirements could be met across the qualification to make the most efficient use of evidence.

Workplace evidence of skills cannot be simulated.

Assessment strategy

This unit must be assessed in a work environment, in accordance with the Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment.

Grading

This qualification is graded Pass/Fail.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience, or qualifications which have already been achieved, to contribute to a new qualification.

For this qualification, RPL is allowed and is not sector specific.

Time constraints

Candidates must finish their assessment within their registration period.

5 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- Title
- Level
- Guided learning hours (GLH)
- Learning outcomes, which are comprised of a number of assessment criteria

Centres must deliver the full breadth of the range. Specialist equipment or commodities may not be available to all centres, so centres should ensure that their delivery covers their use. This may be covered by a practical demonstration (e.g. video). For the practical assessments for this qualification, centres should ensure that there are sufficient resources to complete the task but are not required to use all the equipment or commodities in the range.

Unit 201

Conforming to General Health, Safety and Welfare in the Workplace

Unit level:	Level 1
Credit value:	2
GLH:	7

Learning outcome

The learner will:

- 1 Comply with all workplace health, safety and welfare legislation requirements

Assessment criteria

The learner can:

- 1.1 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area.
- 1.2 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements.
- 1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment.
- 1.4 State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to:
 - 1.4a collective protective measures
 - 1.4b personal protective equipment (PPE)
 - 1.4c respiratory protective equipment (RPE)
 - 1.4d local exhaust ventilation (LEV).
- 1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
- 1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.
- 1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.
- 1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work.

Learning outcome

The learner will:

- 2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.

Assessment criteria

The learner can:

- 2.1 Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures.
- 2.2 List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities.
- 2.3 List the current Health and Safety Executive top ten safety risks.
- 2.4 List the current Health and Safety Executive top five health risks.
- 2.5 State how changing circumstances within the workplace could cause hazards.
- 2.6 State the methods used for reporting changed circumstances, hazards and incidents in the workplace.

Learning outcome

The learner will:

- 3 Comply with organisational policies and procedures to contribute to health, safety and welfare.

Assessment criteria

The learner can:

- 3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices.
- 3.2 Contribute to discussions by offering/providing feedback relating to health, safety and welfare.
- 3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures.
- 3.4 Safely store health and safety control equipment in accordance with given instructions.
- 3.5 Dispose of waste and/or consumable items in accordance with legislation.
- 3.6 State the organisational policies and procedures for health, safety and welfare, in relation to:
 - 3.6a dealing with accidents and emergencies associated with the work and environment
 - 3.6b methods of receiving or sourcing information
 - 3.6c reporting
 - 3.6d stopping work
 - 3.6e evacuation
 - 3.6f fire risks and safe exit procedures

- 3.6g consultation and feedback
 - 3.7 State the appropriate types of fire extinguishers relevant to the work.
 - 3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.
-

Learning outcome

The learner will:

- 4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.

Assessment criteria

The learner can:

- 4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.
 - 4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to:
 - 4.2a recognising when to stop work in the face of serious and imminent danger to self and /or others
 - 4.2b contributing to discussions and providing feedback
 - 4.2c reporting changed circumstances and incidents in the workplace
 - 4.2d complying with the environmental requirements of the workplace.
 - 4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace.
-

Learning outcome

The learner will:

- 5 Comply with and support all organisational security arrangements and approved procedures.

Assessment criteria

The learner can:

- 5.1 Provide appropriate support for security arrangements in accordance with approved procedures:
 - 5.1a during the working day
 - 5.1b on completion of the day's work
 - 5.1c for unauthorised personnel (other operatives and the general public)
 - 5.1d for theft.
- 5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.

Unit 201

Conforming to General Health, Safety and Welfare in the Workplace

Supporting Information

Evidence requirements

Workplace evidence of skills cannot be simulated.

Assessment Guidance

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Unit 202

Conforming to Productive Working Practices in the Workplace

Unit level:	Level 2
Credit value:	3
GLH:	10

Learning outcome

The learner will:

- 1 Communicate with others to establish productive work practices.

Assessment criteria

The learner can:

- 1.1 Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively.
 - 1.2 Describe the different methods of communicating with line management, colleagues and customers.
 - 1.3 Describe how to use different methods of communication to ensure that the work carried out is productive.
-

Learning outcome

The learner will:

- 2 Follow organisational procedures to plan the sequence of work.

Assessment criteria

The learner can:

- 2.1 Interpret relevant information from organisational procedures in order to plan the sequence of work.
- 2.2 Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively.
- 2.3 Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to:
 - 2.3a using resources for own and other's work requirements
 - 2.3b allocating appropriate work to employees
 - 2.3c organising the work sequence

- 2.3d reducing carbon emissions.
 - 2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment.
-

Learning outcome

The learner will:

- 3 Maintain relevant records in accordance with the organisational procedures.

Assessment criteria

The learner can:

- 3.1 Complete relevant documentation according to the occupation as required by the organisation.
 - 3.2 Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to:
 - 3.2a job cards
 - 3.2b worksheets
 - 3.2c material/resource lists
 - 3.2d time sheets.
 - 3.3 Explain the reasons for ensuring documentation is completed clearly and within given timescales.
-

Learning outcome

The learner will:

- 4 Maintain good working relationships when conforming to productive working practices

Assessment criteria

The learner can:

- 4.1 Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships.
- 4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others.
- 4.3 Describe how to maintain good working relationships, in relation to:
 - 4.3a individuals
 - 4.3b customer and operative
 - 4.3c operative and line management
 - 4.3d own and other occupations
- 4.4 Describe why it is important to work effectively with line management, colleagues and customers.
- 4.5 Describe how working relationships could have an effect on productive working.

- 4.6 Describe how to apply principles of equality and diversity when communicating and working with others.

Unit 202

Conforming to Productive Working Practices in the Workplace

Supporting Information

Evidence requirements

Workplace evidence of skills cannot be simulated.

Assessment Guidance

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Unit 203

Moving, Handling and Storing Resources in the Workplace

Unit level:	Level 2
Credit value:	5
GLH:	17

Learning outcome

The learner will:

- 1 Comply with given information when moving, handling and/or storing resources.

Assessment criteria

The learner can:

- 1.1 Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation.
 - 1.2 Interpret the given information relating to the use and storage of lifting aids and equipment.
 - 1.3 Describe the different types of technical, product and regulatory information, their source and how they are interpreted.
 - 1.4 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
 - 1.5 Describe how to obtain information relating to using and storing lifting aids and equipment.
-

Learning outcome

The learner will:

- 2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.

Assessment criteria

The learner can:

- 2.1 Describe their responsibilities under current legislation and official guidance whilst working:
 - 2.1a in the workplace
 - 2.1b in confined spaces
 - 2.1c below ground level
 - 2.1d at height
 - 2.1e with tools and equipment

- 2.1f with materials and substances
 - 2.1g with movement/storage of materials and by manual handling and mechanical lifting.
 - 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
 - 2.3 Explain what the accident reporting procedures are and who is responsible for making the reports.
 - 2.4 State the appropriate types of fire extinguishers relevant to the work.
 - 2.5 Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.
-

Learning outcome

The learner will:

- 3 Maintain safe working practices when moving, handling and/or storing resources.

Assessment criteria

The learner can:

- 3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources.
 - 3.2 Use lifting aids safely as appropriate to the work.
 - 3.3 Protect the environment in accordance with safe working practices as appropriate to the work.
 - 3.4 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to:
 - 3.4a collective protective measures
 - 3.4b personal protective equipment (PPE)
 - 3.4c respiratory protective equipment (RPE)
 - 3.4d local exhaust ventilation (LEV).
 - 3.5 Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
 - 3.6 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
-

Learning outcome

The learner will:

- 4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.

Assessment criteria

The learner can:

- 4.1 Select the relevant resources to be moved, handled and/or stored, associated with own work.
 - 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to:
 - 4.2a lifting and handling aids
 - 4.2b container(s)
 - 4.2c fixing, holding and securing systems.
 - 4.3 Describe how the resources should be handled and how any problems associated with the resources are reported.
 - 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
 - 4.5 Describe any potential hazards associated with the resources and methods of work.
-

Learning outcome

The learner will:

- 5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.

Assessment criteria

The learner can:

- 5.1 Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures.
 - 5.2 Dispose of waste and packaging in accordance with legislation.
 - 5.3 Maintain a clean work space when moving, handling or storing resources.
 - 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
 - 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
-

Learning outcome

The learner will:

- 6 Complete the work within the allocated time when moving, handling and/or storing resources.

Assessment criteria

The learner can:

- 6.1 Demonstrate completion of the work within the allocated time.
- 6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to:

- 6.2a progress charts, timetables and estimated times
 - 6.2b organisational procedures for reporting circumstances which will affect the work programme.
-

Learning outcome

The learner will:

- 7 Comply with the given occupational resource information to move, handle and/or store resources to the required guidance.

Assessment criteria

The learner can:

- 7.1 Demonstrate the following work skills when moving, handling and/or storing occupational resources:
 - 7.1a moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques.
- 7.2 Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following:
 - 7.2a sheet material
 - 7.2b loose material
 - 7.2c bagged or wrapped material
 - 7.2d fragile material
 - 7.2e tools and equipment
 - 7.2f components
 - 7.2g liquids
- 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources.
- 7.4 Describe the needs of other occupations when moving, handling and/or storing resources.

Unit 203

Moving, Handling and Storing Resources in the Workplace

Supporting Information

Evidence requirements

Workplace evidence of skills cannot be simulated.

Assessment Guidance

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Unit 204

Cutting and Bending Reinforcement Steel to Shape in the Workplace

Unit level:	Level 2
Credit value:	16
GLH:	53

Learning outcome

The learner will:

- 1 Interpret the given information relating to the work and resources when cutting and bending reinforcement steel.

Assessment criteria

The learner can:

- 1.1 Interpret and extract relevant information from drawings, specifications, schedules and bending schedules, method statements, risk assessments and manufacturers' information.
- 1.2 Comply with information and/or instructions derived from risk assessments and method statements.
- 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
- 1.4 Describe different types of information, their source and how they are interpreted in relation to:
 - 1.4a drawings,
 - 1.4b specifications,
 - 1.4c schedules
 - 1.4d bending schedules
 - 1.4e method statements
 - 1.4f risk assessments
 - 1.4g manufacturers' information
 - 1.4h oral/written information
 - 1.4i current regulations and official guidance associated with cutting and bending.

Learning outcome

The learner will:

- 2 Know how to comply with relevant legislation and official guidance when cutting and bending reinforcement steel.

Assessment criteria

The learner can:

- 2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working:
 - 2.1a in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
 - 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
 - 2.3 Explain what the accident reporting procedures are and who is responsible for making reports.
-

Learning outcome

The learner will:

- 3 Maintain safe and healthy working practices when cutting and bending reinforcement steel.

Assessment criteria

The learner can:

- 3.1 Use health and safety control equipment safely to carry out the activity in accordance with current legislation and organisational requirements when cutting and bending reinforcement steel to shape.
 - 3.2 Comply with information relating to specific risks to health when cutting and bending reinforcement steel to shape.
 - 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to cutting and bending reinforcement steel, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:
 - 3.3a collective protective measures
 - 3.3b personal protective equipment (PPE)
 - 3.3c respiratory protective equipment (RPE)
 - 3.3d local exhaust ventilation (LEV).
 - 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
 - 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
-

Learning outcome

The learner will:

- 4 Select the required quantity and quality of resources for the methods of work to cut and bend reinforcement steel.

Assessment criteria

The learner can:

- 4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
 - 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:
 - 4.2a reinforcement steel
 - 4.2b bending machines (hand or machine operated)
 - 4.2c hand and/or portable power tools and equipment
 - 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.
 - 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
 - 4.5 Describe any potential hazards associated with the resources and methods of work.
 - 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to cutting and bending reinforcement steel.
-

Learning outcome

The learner will:

- 5 Minimise the risk of damage to the work and surrounding area when cutting and bending reinforcement steel.

Assessment criteria

The learner can:

- 5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
 - 5.2 Minimise damage and maintain a clean work space.
 - 5.3 Dispose of waste in accordance with current legislation.
 - 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
 - 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
-

Learning outcome

The learner will:

- 6 Complete the work within the allocated time when cutting and bending reinforcement steel.

Assessment criteria

The learner can:

- 6.1 Demonstrate completion of the work within the allocated time.
 - 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:
 - 6.2a types of progress charts, timetables and estimated times
 - 6.2b organisational procedures for reporting circumstances which will affect the work programme.
-

Learning outcome

The learner will:

- 7 Comply with the given contract information to cut and bend reinforcement steel to the required specification.

Assessment criteria

The learner can:

- 7.1 Demonstrate the following work skills when cutting and bending reinforcement steel to shape:
 - 7.1a measuring
 - 7.1b marking out
 - 7.1c cutting
 - 7.1d bending
- 7.2 Cut and bend reinforcement steel to given working instructions to standard shapes using recognised codes by the use of one of the following:
 - 7.2a hand bending machines
 - 7.2b power bending machines.

Unit 204

Cutting and Bending Reinforcement Steel to Shape in the Workplace

Supporting Information

Evidence requirements

Workplace evidence of skills cannot be simulated.

This unit must be assessed against one of the following endorsements:

- Hand bending machines
- Power bending machines

Assessment Guidance

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Unit 205

Fixing Steel in Situ in the Workplace

Unit level:	Level 2
Credit value:	22
GLH:	73

Learning outcome

The learner will:

- 1 Interpret the given information relating to the work and resources when fixing steel in situ

Assessment criteria

The learner can:

- 1.1 Interpret and extract relevant information from drawings, specifications, schedules, bending schedules, method statements, risk assessments and manufacturers' information.
 - 1.2 Comply with information and/or instructions derived from risk assessments and method statements.
 - 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
 - 1.4 Describe different types of information, their source and how they are interpreted in relation to:
 - 1.4a drawings, site instructions, specifications, schedules, bending schedules, method statements, risk assessments, manufacturers' information, current regulations and official guidance associated with fixing steel reinforcement.
-

Learning outcome

The learner will:

- 2 Know how to comply with relevant legislation and official guidance when fixing steel in situ.

Assessment criteria

The learner can:

- 2.1 Describe their responsibilities potential accidents and health hazards, whilst working:
 - 2.1a in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
- 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.

- 2.3 Explain what the accident reporting procedures are and who is responsible for making reports
-

Learning outcome

The learner will:

- 3 Maintain safe and healthy working practices when fixing steel in situ.

Assessment criteria

The learner can:

- 3.1 Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when fixing steel in situ.
- 3.2 Comply with information relating to specific risks to health when fixing steel in situ.
- 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to fixing steel in situ, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:
- 3.3a collective protective measures
 - 3.3b personal protective equipment (PPE)
 - 3.3c respiratory protective equipment (RPE)
 - 3.3d local exhaust ventilation (LEV).
- 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
- 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
-

Learning outcome

The learner will:

- 4 Select the required quantity and quality of resources for the methods of work to fix steel in situ.

Assessment criteria

The learner can:

- 4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
- 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:
- 4.2a pre-cut and bent components, reinforcement steel, tie wire and spacers
 - 4.2b hand and/or portable power tools and equipment.
- 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.

- 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
 - 4.5 Describe any potential hazards associated with the resources and methods of work.
 - 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to fix steel in situ.
-

Learning outcome

The learner will:

- 5 Minimise the risk of damage to the work and surrounding area when fixing steel in situ.

Assessment criteria

The learner can:

- 5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
 - 5.2 Minimise damage and maintain a clean work space.
 - 5.3 Dispose of waste in accordance with current legislation.
 - 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
 - 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
-

Learning outcome

The learner will:

- 6 Complete the work within the allocated time when fixing steel in situ.

Assessment criteria

The learner can:

- 6.1 Demonstrate completion of the work within the allocated time.
 - 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:
 - 6.2a types of progress charts, timetables and estimated times
 - 6.2b organisational procedures for reporting circumstances which will affect the work programme.
-

Learning outcome

The learner will:

- 7 Comply with the given contract information to fix steel in situ to the required specification.

Assessment criteria

The learner can:

- 7.1 Demonstrate the following work skills when fixing steel in situ:
 - 7.1a sorting, measuring, marking out, fitting, positioning and securing.
- 7.2 Install in situ, reinforcement steel or prefabricated sections of reinforcement steel to given working instructions in order to form four of the following concrete structures:
 - 7.2a beams
 - 7.2b bases
 - 7.2c columns
 - 7.2d slabs
 - 7.2e staircases
 - 7.2f walls
- 7.3 Safely use and handle materials, hand tools, portable power tools and ancillary equipment.
- 7.4 Safely store the materials, tools and equipment used when fixing steel in situ.
- 7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - 7.5a extract details from steel fixing drawings (hardcopy, digital and building information modelling)
 - 7.5b complete work to agreed quality criteria
 - 7.5c identify grades of steel
 - 7.5d work to given tolerance
 - 7.5e fix steel in situ for horizontal and vertical elements
 - 7.5f relate shaped steel to bending schedules
 - 7.5g identify sequence of fixing
 - 7.5h identify integration and interface with embedded items
 - 7.5i prepare mesh and steel bar for in situ installation
 - 7.5j prepare prefabricated steel sections for in situ installation
 - 7.5k install mesh, steel bar, spacers, cover block and ties in situ
 - 7.5l position chairs, cover blocks and spacers
 - 7.5m secure reinforcement steel in situ
 - 7.5n secure prefabricated sections of reinforcement steel in situ
 - 7.5o incorporate reinforcement coupler and continuity systems
 - 7.5p move and position steel
 - 7.5q sort, store and protect steel and fixings
 - 7.5r use hand tools, portable power tools and equipment
 - 7.5s work at height
 - 7.5t use access equipment
- 7.6 Describe the needs of other occupations and how to effectively communicate within a team when fixing steel in situ.
- 7.7 Describe how to maintain the tools and equipment used when fixing steel in situ.

Unit 205

Fixing Steel in Situ in the Workplace

Supporting Information

Evidence requirements

Workplace evidence of skills cannot be simulated.

This unit must be assessed against four of the following endorsements:

- Beams
- Bases
- Columns
- Slabs
- Staircases
- Walls.

Assessment Guidance

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Unit 206

Prefabricating Reinforcement Steel Sections in the Workplace

Unit level:	Level 2
Credit value:	25
GLH:	83

Learning outcome

The learner will:

- 1 Interpret the given information relating to the work and resources when prefabricating reinforcement steel sections.

Assessment criteria

The learner can:

- 1.1 Interpret and extract relevant information from drawings, specifications, schedules, bending schedules, method statements, risk assessments and manufacturers' information.
 - 1.2 Comply with information and/or instructions derived from risk assessments and method statements.
 - 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
 - 1.4 Describe different types of information, their source and how they are interpreted in relation to:
 - 1.4a drawings
 - 1.4b specifications
 - 1.4c schedules
 - 1.4d bending schedules
 - 1.4e method statements
 - 1.4f risk assessments
 - 1.4g manufacturers' information
 - 1.4h current regulations
 - 1.4i official guidance associated with prefabricating reinforcement steel sections.
-

Learning outcome

The learner will:

- 2 Know how to comply with relevant legislation and official guidance when prefabricating reinforcement steel sections.

Assessment criteria

The learner can:

- 2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working:
 - 2.1a in the workplace
 - 2.1b below ground level
 - 2.1c at height
 - 2.1d in confined spaces
 - 2.1e with tools and equipment
 - 2.1f with materials and substances
 - 2.1g with movement/storage of materials and by manual handling and mechanical lifting
 - 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
 - 2.3 Explain what the accident reporting procedures are and who is responsible for making reports.
-

Learning outcome

The learner will:

- 3 Maintain safe and healthy working practices when prefabricating reinforcement steel sections.

Assessment criteria

The learner can:

- 3.1 Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when prefabricating reinforcement steel sections.
- 3.2 Comply with information relating to specific risks to health when prefabricating reinforcement steel sections.
- 3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to prefabricating reinforcement steel sections, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:
 - 3.3a collective protective measures
 - 3.3b personal protective equipment (PPE)
 - 3.3c respiratory protective equipment (RPE)
 - 3.3d local exhaust ventilation (LEV).
- 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
- 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

Learning outcome

The learner will:

- 4 Select the required quantity and quality of resources for the methods of work to prefabricate reinforcement steel sections.

Assessment criteria

The learner can:

- 4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
- 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:
 - 4.2a pre-cut and bent components, reinforcement steel, tie wire and spacers
 - 4.2b hand and/or portable power tools and equipment.
- 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.
- 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
- 4.5 Describe any potential hazards associated with the resources and methods of work.
- 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to prefabricate reinforcement steel sections

Learning outcome

The learner will:

- 5 Minimise the risk of damage to the work and surrounding area when prefabricating reinforcement steel sections.

Assessment criteria

The learner can:

- 5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
- 5.2 Minimise damage and maintain a clean work space.
- 5.3 Dispose of waste in accordance with current legislation.
- 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
- 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

Learning outcome

The learner will:

- 6 Complete the work within the allocated time when fixing steel in situ.

Assessment criteria

The learner can:

- 6.1 Demonstrate completion of the work within the allocated time.
- 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:
 - 6.2a types of progress charts, timetables and estimated times
 - 6.2b organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome

The learner will:

- 7 Comply with the given contract information to prefabricate reinforcement steel sections to the required specification.

Assessment criteria

The learner can:

- 7.1 Demonstrate the following work skills when prefabricating reinforcement steel sections:
 - 7.1a measuring, marking out, fitting, positioning, bracing and securing.
- 7.2 Prefabricate reinforcement steel to given working instructions:
 - 7.2a bases
 - 7.2b columns
 - 7.2c beams
 - 7.2d slabs
 - 7.2e walls.
- 7.3 Incorporate two of the following into prefabricated steel sections:
 - 7.3a temporary construction bars
 - 7.3b bracing
 - 7.3c lifting points.
- 7.4 Safely use and handle materials, hand tools, portable power tools and ancillary equipment.
- 7.5 Safely store the materials, tools and equipment used when prefabricating reinforcement steel sections.
- 7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - 7.6a prefabricate reinforcement from pre-cut and bent components to form sections for bases, columns, beams, slabs and walls
 - 7.6b extract details from steel fixing and temporary works drawings (hardcopy, digital and building information modelling)

- 7.6c complete work to agreed quality criteria
 - 7.6d identify grades of steel
 - 7.6e work to given tolerance
 - 7.6f fix prefabricated reinforcement steel sections for horizontal and vertical elements
 - 7.6g form associated wire ties
 - 7.6h identify other fixings, clamps, U bolts
 - 7.6i fix, secure and remove temporary construction bars
 - 7.6j fix and secure bracing for section movement
 - 7.6k fix and secure lifting points for section movement
 - 7.6l incorporate embedment's into prefabricated steel sections
 - 7.6m incorporate reinforcement coupler and continuity systems
 - 7.6n move and position steel
 - 7.6o sort, store and protect steel and fixings
 - 7.6p use hand tools, portable power tools and equipment
 - 7.6q work at height
 - 7.6r use access equipment.
- 7.7 Describe the needs of other occupations and how to effectively communicate within a team when prefabricating reinforcement steel sections.
- 7.8 Describe how to maintain the tools and equipment used when prefabricating reinforcement steel sections.

Unit 206

Prefabricating Reinforcement Steel Sections in the Workplace

Supporting Information

Evidence requirements

Workplace evidence of skills cannot be simulated.

This unit must be assessed against two of the following endorsements:

- Temporary construction bars
- Bracing
- Lifting points.

Assessment Guidance

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Unit 207

Slinging and Hand Signalling the Movement of Suspended Loads in the Workplace

Unit level:	Level 2
Credit value:	10
GLH:	33

Learning outcome

The learner will:

- 1 Interpret the given information relating to the preparation for and the slinging and signalling of loads.

Assessment criteria

The learner can:

- 1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, method statements (lift plans) and manufacturers' information.
- 1.2 Comply with information and/or instructions derived from risk assessments and method statements.
- 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
- 1.4 Describe different types of information, their source and how they are interpreted in relation to:
 - 1.4a drawings
 - 1.4b specifications
 - 1.4c schedules
 - 1.4d method statements
 - 1.4e risk assessments
 - 1.4f lift plans
 - 1.4g work instructions
 - 1.4h manufacturers' information
 - 1.4i approved procedures and Codes of Practice.

Learning outcome

The learner will:

- 2 Organise with others the sequence and operation in which the slinging and signalling of loads is to be carried out.

Assessment criteria

The learner can:

- 2.1 Organise the work according to given information or instructions.
- 2.2 Describe how to communicate ideas between team members.
- 2.3 Organise and communicate with team members and other associated occupations.
- 2.4 Describe how to organise resources prior to and when slinging and signalling of loads.

Learning outcome

The learner will:

- 3 Know how to comply with relevant legislation and official guidance to carry out slinging and signalling of loads.

Assessment criteria

The learner can:

- 3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working:
 - 3.1a in the workplace
 - 3.1b below ground level
 - 3.1c in confined spaces
 - 3.1d at height
 - 3.1e with tools and equipment
 - 3.1f with materials and substances
 - 3.1g with movement/storage of materials and by manual handling and mechanical lifting.
- 3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
- 3.3 Explain what the accident reporting procedures are and who is responsible for making reports.

Learning outcome

The learner will:

- 4 Maintain safe and healthy working practices when preparing for and slinging and signalling loads.

Assessment criteria

The learner can:

- 4.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when slinging and signalling loads.
 - 4.2 Demonstrate compliance with given information and relevant legislation when carrying out the slinging and signalling of loads in relation to at least three of the following:
 - 4.2a safe use and storage of tools and equipment
 - 4.2b safe use, storage and handling of lifting accessories
 - 4.2c safe use of access equipment
 - 4.2d specific risks to health.
 - 4.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to slinging and signalling of loads, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:
 - 4.3a collective protective measures
 - 4.3b personal protective equipment (PPE)
 - 4.3c respiratory protective equipment (RPE)
 - 4.3d local exhaust ventilation (LEV).
 - 4.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
 - 4.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
-

Learning outcome

The learner will:

- 5 Select the required quantity and quality of resources to prepare for and when slinging and signalling loads.

Assessment criteria

The learner can:

- 5.1 Select resources associated with slinging/signalling in relation to lifting accessories/aids, hand tools and ancillary equipment.
- 5.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to:
 - 5.2a lifting accessories
 - 5.2b signalling and communication equipment
 - 5.2c hand tools and ancillary equipment.
- 5.3 Describe how the resources should be used correctly, and how problems associated with the resources are reported.
- 5.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
- 5.5 Describe any potential hazards associated with the resources and methods of work.

- 5.6 Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out slinging/signalling.
-

Learning outcome

The learner will:

- 6 Minimise the risk of damage to the work and surrounding area when preparing to and slinging and signalling loads.

Assessment criteria

The learner can:

- 6.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
- 6.2 Prevent damage and maintain a clean work space.
- 6.3 Dispose of waste in accordance with current legislation.
- 6.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
- 6.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
-

Learning outcome

The learner will:

- 7 Complete the work within the allocated time when preparing to and slinging and signalling loads.

Assessment criteria

The learner can:

- 7.1 Demonstrate completion of the work within the allocated time.
- 7.2 Describe the purpose of the work programme and describe why deadlines should be kept in relation to:
- 7.2a types of progress charts, timetables and estimated times
 - 7.2b organisational procedures for reporting circumstances which will affect the work programme.
-

Learning outcome

The learner will:

- 8 Comply with the given contract information to prepare to and sling and signal suspended loads for movement to the required specification.

Assessment criteria

The learner can:

- 8.1 Demonstrate the following work skills when preparing to and slinging and signalling loads:
 - 8.1a measuring
 - 8.1b gauging
 - 8.1c estimating
 - 8.1d calculating
 - 8.1e fitting
 - 8.1f fixing
 - 8.1g testing
 - 8.1h balancing
 - 8.1i interpreting
 - 8.1j inspecting
 - 8.1k judging
 - 8.1l explaining
 - 8.1m preparing
 - 8.1n indicating
 - 8.1o informing
 - 8.1p instructing
 - 8.1q signing
 - 8.1r positioning
 - 8.1s adjusting
 - 8.1t configuring
 - 8.1u moving
 - 8.1v securing
 - 8.1w signalling
 - 8.1x relaying.
- 8.2 Use and maintain lifting accessories, lifting aids and equipment.
- 8.3 Inspect and prepare lifting accessories prior to slinging.
- 8.4 Prepare to and attach suspended loads to lifting equipment, using appropriate lifting accessories and load securing methods, to given working instructions for three of the following:
 - 8.4a balanced
 - 8.4b unbalanced
 - 8.4c loose
 - 8.4d bundled
 - 8.4e container
 - 8.4f drum
 - 8.4g a load where the machine operator cannot observe its full movement path.
- 8.5 Guide, move and place suspended loads to specified destinations, using hand signals, to given working instructions for three of the following:
 - 8.5a balanced
 - 8.5b unbalanced

- 8.5c loose
- 8.5d bundled
- 8.5e container
- 8.5f drum
- 8.5g a load where the machine operator cannot observe its full movement path.
- 8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:
 - 8.6a identify the differences between: slinging and signalling, directing and guiding movement of vehicles, plant and machinery, and directing and guiding operations of plant and machinery not being used for lifting operations
 - 8.6b confirm the authority, duties and responsibilities allocated
 - 8.6c identify characteristics of lifting equipment and lifting accessories
 - 8.6d identify and interpret valid certification for maintenance, inspection and thorough examination.
- 8.7 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:
 - 8.7a lift and transfer people
 - 8.7b sling balanced, unbalanced, loose, live, bundled, container drum loads and loads that are blind to the equipment operator
 - 8.7c communicate using hand signals, hand signalling equipment (lights, wands, fluorescent gloves, flags) and electronic communication equipment (loud hailers, radios)
 - 8.7d confirm methods of communication
 - 8.7e recognise blind-spots, potential crush zones and other limitations to driver visibility
 - 8.7f consider the load characteristics including centre of gravity and lifting points to determine the method of slinging
 - 8.7g determine and check the route of the load before and during the lift including distances, clearances and landing position.
- 8.8 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:
 - 8.8a select, handle, inspect and use (assemble, set up and adjust) lifting accessories and aids
 - 8.8b identify rejection criteria for removing lifting accessories from service
 - 8.8c recognise and determine when specific skills and knowledge are required and report accordingly
 - 8.8d attach lifting accessories and sling loads securely
 - 8.8e ensure balance and stability of loads
 - 8.8f attach and use load guidance equipment (tag lines)
 - 8.8g guide and place suspended loads by recognised methods of communication and agreed operational procedures
 - 8.8h land and position loads safely and securely
 - 8.8i remove and store lifting accessories
 - 8.8j use hand tools and ancillary equipment.
 - 8.9 describe the needs of other occupations and how to communicate within a team when preparing to and slinging and signalling loads.

- 8.10 describe how to maintain the lifting accessories, lifting aids and signalling and communication equipment used to sling and signal loads.

Unit 207

Slinging and Hand Signalling the Movement of Suspended Loads in the Workplace

Supporting Information

Evidence requirements

Workplace evidence of skills cannot be simulated.

Assessment Guidance

This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

City & Guilds Centre Manual contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Linking to this document from web pages

We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to our web page that the document resides upon, rather than linking to the document itself.

Useful contacts



UK learners

General qualification information

E: learnersupport@cityandguilds.com

International learners

General qualification information

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

E: walledgarden@cityandguilds.com

Employer

Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery

E: business@cityandguilds.com

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City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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