



Level 2 Diploma in Accelerated Component Build Housing Systems Installation

Qualification Specification

Contents

	Page
Introduction	3
Qualification profile	3
Qualification Structure	4
Centre requirements	4
Support for candidates	4
Assessment	5
Internal quality assurance	5
Adjustments to assessment	6
Results enquiries and appeals	6
Certification	6
Units - learning outcomes and assessment criteria	7

Introduction

The ProQual Level 2 Diploma in Accelerated Component Build Housing Systems Installation qualification provides a nationally recognised qualification for those working in this specialised area of construction.

The awarding body for this qualification is ProQual Awarding Body (www.proqualab.com) and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

The qualification has been accredited onto the Regulated Qualifications Framework (RQF) and is published on Ofqual's Register of Qualifications.

Qualification Profile

Level 2 Diploma in Accelerated Component Build Housing Systems Installation

Qualification title	ProQual Level 2 Diploma in Accelerated Component Build Housing Systems Installation
Ofqual qualification number	603/2329/2
Level	2
Total Qualification Time	400 hours (197 GLH)
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	01/09/2017
Qualification end date	

Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

Qualification Structure

To achieve the qualification candidates must complete the six Mandatory units.

Mandatory Units		
Unit Ref.	Title	Level
M/508/6537	Conforming to general health, safety and welfare in the workplace	1
T/508/6538	Conforming to productive working practices in the workplace	2
Y/508/6533	Moving, handling and storing resources in the workplace	2
D/615/4938	Attaching and preparing suspended loads for movement using lifting accessories in the workplace	2
H/615/4939	Guiding, positioning and placing suspended loads in the workplace	2
J/616/2886	Erecting accelerated component build systems in the workplace	2

Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

Staff

Staff delivering this qualification must be appropriately qualified and/or occupationally competent.

Assessors/Internal Quality Assurance

Assessors for each 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.

Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or internal quality assurance qualifications.

Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

Assessment

This qualification is competence-based, candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

The qualifications must be assessed in a work environment and it must be internally assessed by an appropriately experienced and qualified assessor.

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

- Evidence can include:
- observation report by assessor
 - assignments/projects/reports
 - professional discussion
 - witness testimony
 - candidate product
 - worksheets
 - record of oral and written questioning
 - Recognition of Prior Learning

Learning outcomes set out what a candidate is expected to know, understand or be able to do.

Assessment criteria specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria can be found from page 7.

Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title -

ProQual Level 2 Diploma in Accelerated Component Build Housing Systems Installation

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to general health, safety and welfare in the workplace.	
Unit Number:	M/508/6537	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Comply with all workplace health, safety and welfare legislation requirements.	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: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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.
2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.	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.

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to general health, safety and welfare in the workplace.	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
2 continued	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.
3 Comply with organisational policies and procedures to contribute to health, safety and welfare.	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: <ul style="list-style-type: none"> – dealing with accidents and emergencies associated with the work and environment – methods of receiving or sourcing information – reporting – stopping work – evacuation – fire risks and safe exit procedures – 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.

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to general health, safety and welfare in the workplace.	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	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: <ul style="list-style-type: none"> – recognising when to stop work in the face of serious and imminent danger to self and/or others – contributing to discussions and providing feedback – reporting changed circumstances and incidents in the workplace – 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.
5 Comply with and support all organisational security arrangements and approved procedures.	5.1	Provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> – during the working day – on completion of the day’s work – for unauthorised personnel (other operatives and the general public) – for theft.
	5.2	State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to productive working practices in the workplace	
Unit Number:	T/508/6538	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Communicate with others to establish productive work practices.	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.
2 Follow organisational procedures to plan the sequence of work.	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: <ul style="list-style-type: none"> – using resources for own and other’s work requirements – allocating appropriate work to employees – organising the work sequence – reducing carbon emissions.
	2.4	Describe how to contribute to zero/low carbon work outcomes within the built environment.
3 Maintain relevant records in accordance with the organisational procedures.	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: <ul style="list-style-type: none"> – job cards – worksheets – material/resource lists – time sheets.
	3.3	Explain the reasons for ensuring documentation is completed clearly and within given timescales.
4 Maintain good working relationships when conforming to productive working practices.	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.

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to productive working practices in the workplace
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	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: <ul style="list-style-type: none"> – individuals – customer and operative – operative and line management – 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.

Units – Learning Outcomes and Assessment Criteria

Title:	Moving, handling and storing resources in the workplace	
Unit Number	Y/508/6533	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Comply with given information when moving, handling and/or storing resources.	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.
2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, in confined spaces, below ground level, at height, 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 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.
3 Maintain safe working practices when moving, handling and/or storing resources.	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.

Units – Learning Outcomes and Assessment Criteria

Title:	Moving, handling and storing resources in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 continued	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: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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.
4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.	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: <ul style="list-style-type: none"> – lifting and handling aids – container(s) – 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.
5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.	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.

Units – Learning Outcomes and Assessment Criteria

Title:	Moving, handling and storing resources in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 continued	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 safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when moving, handling and/or storing resources.	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: <ul style="list-style-type: none"> – progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given occupational resource information to move, handle and/or store resources to the required guidance.	7.1	Demonstrate the following work skills when moving, handling and/or storing occupational resources: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – sheet material – loose material – bagged or wrapped material – fragile material – tools and equipment – components – 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.

Units – Learning Outcomes and Assessment Criteria

Title:	Attaching and preparing suspended loads for movement using lifting accessories in the workplace	
Unit Number:	D/615/4938	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when attaching and preparing suspended loads for movement.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements (lift plans), risk assessments, certificates and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	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: <ul style="list-style-type: none"> – drawings, specifications, schedules, risk assessments, method statements, lift plans, work instructions, certificates, manufacturers' information approved procedures and Codes of Practice.
2 Organise with others in which the sequence and operation for attaching and preparing suspended loads for movement is to be carried out.	2.1	Organise the checking and preparation work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate the sequence and operation with team members and/or other associated occupations when attaching and preparing suspended loads for movement.
	2.4	Describe how to organise resources prior to and when attaching and preparing suspended loads for movement.
3 Know how to comply with relevant legislation and official guidance when attaching and preparing suspended loads for movement.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, 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.

Units – Learning Outcomes and Assessment Criteria

Title:	Attaching and preparing suspended loads for movement using lifting accessories in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when attaching and preparing suspended loads for movement.	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 attaching and preparing suspended loads for movement.
	4.2	Demonstrate compliance with given information and relevant legislation when attaching and preparing suspended loads for movement in relation to at least three of the following: <ul style="list-style-type: none"> – safe use and storage of tools and equipment – safe use, storage and handling of lifting accessories – safe use of access equipment – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to attaching and preparing suspended loads for movement, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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.
5 Select the required quantity and quality of resources for the methods of work to attach and prepare suspended loads for movement.	5.1	Select resources associated with own work 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, in relation to: <ul style="list-style-type: none"> – lifting accessories, steel wire rope, chain, fabric, web hooks, shackles, clamps, spreader and lifting beams, and other specialist lifting equipment – tools and ancillary equipment.

Units – Learning Outcomes and Assessment Criteria

Title:	Attaching and preparing suspended loads for movement using lifting accessories in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	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 method of work.
	5.6	Identify or estimate weights, quantity, length and area, and identify centres of gravity relevant to attaching and preparing suspended loads.
	5.7	Describe how to identify weight, quantity, length and area associated with the method/procedure to attach and prepare suspended loads for movement.
6 Minimise the risk of damage to the work and surrounding area when attaching and preparing suspended loads for movement.	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.
7 Complete the work within the allocated time when attaching and preparing suspended loads for movement.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Units – Learning Outcomes and Assessment Criteria

Title:	Attaching and preparing suspended loads for movement using lifting accessories in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Comply with the given contract information to attach and prepare suspended loads for movement using lifting accessories to the required specification.	8.1	Demonstrate the following work skills when attaching and preparing suspended loads for movement: <ul style="list-style-type: none"> – measuring, selecting, gauging, estimating, calculating, fitting, fixing, testing, balancing, interpreting, checking, judging, explaining, preparing, informing, adjusting, configuring, positioning, moving, securing, removing and signalling.
	8.2	Use and maintain lifting accessories, lifting aids and equipment.
	8.3	Carry out pre-use checks on a range of lifting accessories in preparation for attaching to suspended loads.
	8.4	Select appropriate lifting accessories in accordance with given working instructions.
	8.5	Prepare to and attach suspended loads to lifting equipment, using appropriate lifting accessories and load securing methods, to given working instructions for the following: <ul style="list-style-type: none"> – balanced – unbalanced – loose – bundled – container-type – drum-type.
	8.6	Remove lifting accessories from a range of loads on completion of movement and leave loads in a safe situation.

Units – Learning Outcomes and Assessment Criteria

Title:	Attaching and preparing suspended loads for movement using lifting accessories in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Continued	8.7	<p>Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – 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 – confirm the authority, duties and responsibilities allocated – identify characteristics of lifting equipment and lifting accessories and determine the method for attaching and securing – identify and interpret valid certification for maintenance, inspection and thorough examination – lift and transfer people – sling balanced, unbalanced, loose, live, bundled, container drum loads – communicate using hand signals, hand signalling equipment (lights, wands, fluorescent gloves, flags) and electronic communication equipment (loud hailers, radios) – confirm methods of communication – recognise blind-spots, potential crush zones and other limitations to operator visibility – consider the load characteristics including centre of gravity and lifting points to determine the method of slinging – determine and check the route of the load before and during the lift including distances, clearances and landing position – select, handle, check and use (assemble, set up and adjust) lifting accessories and aids – identify rejection criteria for removing defective lifting accessories from service – recognise and determine when specific skills and knowledge are required and report accordingly – attach lifting accessories and sling loads securely – ensure balance and stability of loads – attach and use load guidance equipment (hand/tag lines) – land and position loads safely and securely – remove and store lifting accessories – use hand tools and ancillary equipment. – work at height.

Units – Learning Outcomes and Assessment Criteria

8 Continued	8.8 Describe the needs of other occupations and how to communicate within a team when attaching and preparing suspended loads for movement.
	8.9 Describe how to maintain the lifting accessories, aids and equipment used to attach suspended loads for movement.

Title:	Attaching and preparing suspended loads for movement using lifting accessories in the workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p>ProQual Level 2 NVQ Diploma in Controlling Lifting Operations – Slinger/Signaller</p> <p>The following endorsement required (i.e. own area of work): Slinger signaller – all occupations</p>
Sector subject area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	80

Units – Learning Outcomes and Assessment Criteria

Title:	Guiding, positioning and placing suspended loads in the workplace
Unit Number:	H/615/4939
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
1 Interpret the given information relating to the work and resources when guiding, positioning and placing suspended loads.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements (lift plans), risk assessments, and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statement.
	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: <ul style="list-style-type: none"> – drawings, specifications, schedules, risk assessments, method statements, lift plans, work instructions, manufacturers' information approved procedures and Codes of Practice.
2 Organise the sequence and operation for guiding, positioning and placing suspended loads.	2.1 Organise the guiding, positioning and placing of suspended loads according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate the sequence and operation with team members and/or other associated occupations when guiding and placing suspended loads.
	2.4 Describe how to organise appropriate resources prior to and when directing and guiding suspended loads.
3 Know how to comply with relevant legislation and official guidance when guiding, positioning and placing suspended loads.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, 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.

Units – Learning Outcomes and Assessment Criteria

Title:	Guiding, positioning and placing suspended loads in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Maintain safe and healthy working practices when guiding, positioning and placing suspended loads.	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 guiding, positioning and placing suspended loads.
	4.2	Demonstrate compliance with given information and relevant legislation when guiding, positioning and placing suspended loads in relation to at least three of the following: <ul style="list-style-type: none"> – safe use and storage of tools and equipment – safe use, storage and handling of lifting accessories – safe use of access equipment – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to guiding, positioning and placing suspended loads, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – 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.
5 Select the required quantity and quality of resources for the methods of work to guide, position and place suspended loads.	5.1	Select resources associated with own work in relation to lifting accessories/aids, hand tools and ancillary equipment.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects, and how they should be used correctly, associated with the resources in relation to: <ul style="list-style-type: none"> – signalling and communication equipment – hand tools and ancillary equipment.
	5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

Units – Learning Outcomes and Assessment Criteria

Title:	Guiding, positioning and placing suspended loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	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/procedure to guide, position and place suspended loads.
6 Minimise the risk of damage to the work and surrounding area when guiding, positioning and placing suspended loads.	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.
7 Complete the work within the allocated time when guiding, positioning and placing suspended loads.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
8 Comply with the given contract information to guide, position and place suspended loads to the required specification.	8.1	Demonstrate the following work skills when guiding and placing suspended loads: <ul style="list-style-type: none"> – indicating, informing, instructing, positioning, moving, signalling and relaying.

Units – Learning Outcomes and Assessment Criteria

Title:	Guiding, positioning and placing suspended loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Continued	8.2	Use and maintain signalling equipment.
	8.3	Guide and move suspended loads to specified destinations, using hand signals, hand-held signalling equipment and electronic communication equipment, to given working instructions for the following: <ul style="list-style-type: none"> – balanced – unbalanced – loose – bundled – container – drum – loads where the machine operator cannot observe the full movement path.
	8.4	Position and place a range of loads to given working instructions.
	8.5	Remove lifting accessories from a range of loads on completion of movement and leave loads in a safe situation.
	8.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – 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 – confirm the authority, duties and responsibilities allocated – identify characteristics of lifting equipment and lifting accessories – lift and transfer people – communicate using hand signals, hand signalling equipment (lights, wands, fluorescent gloves, flags) and electronic communication equipment (loud hailers, radios) – confirm methods of communication – recognise blind-spots, potential crush zones and other limitations to driver visibility – consider the load characteristics including centre of gravity and lifting points to determine the method of removing lifting accessories – determine and check the route of the load before and during the lift including distances, clearances and landing position – handle and use (set up and adjust) lifting aids – recognise and determine when specific skills and knowledge are required and report accordingly – ensure balance and stability of loads – attach and use load guidance equipment (hand/tag lines) – guide, position and place suspended loads by recognised methods of signalling and communication and agreed operational procedures – land and position loads safely and securely – remove and store lifting accessories – use hand tools and ancillary equipment. – work at height.
	8.7	Describe the needs of other occupations and how to communicate within a team when guiding and placing suspended loads.
	8.8	Describe how to maintain signalling and communication equipment used when guiding and placing suspended loads.

Title:	Erecting Accelerated Component Build Systems in the workplace
Unit Number:	J/616/2886
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
1 Interpret the given information relating to the work and resources when erecting aircrete large format blockwork.	1.1 Interpret and extract information from method statements and drawings.
	1.2 Comply with information and/or instructions derived from risk assessments and/or method statement.
	1.3 State 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: <ul style="list-style-type: none"> – technical, regulatory: drawings, method statement.
2 Know how to comply with relevant legislation and official guidance when erecting aircrete large format blockwork.	2.1 Describe their responsibilities under current legislation and official guidance whilst working with: <ul style="list-style-type: none"> – fall protection: safety nets, air bags, working platforms, decking systems, access platforms, mobile towers and other mobile equipment, fall arrest systems, scaffolding, edge protection, ladders.
	2.2 Comply with the relevant Codes of Practice for the safe erection of large format blockwork and associated components.
	2.3 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.4 Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe working practices when erecting aircrete large format blockwork.	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting large format blockwork.
	3.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting large format blockwork, and the types, purpose and limitations of

	<p>each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	<p>3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.</p>
	<p>3.4 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.</p>
<p>4 Select the required quantity and quality of resources for the methods of work to erect aircrete large format blockwork.</p>	<p>4.1 Select resources associated with own work in relation to large format blockwork and fixings, hand tools, power tools and ancillary equipment.</p>
	<p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – large format blockwork – hand and/or powered tools and equipment.
	<p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.</p>
	<p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p>
	<p>4.5 Describe any potential hazards associated with the resources and method of work.</p>
	<p>4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect large format blockwork.</p>
<p>5 Minimise the risk of damage to the work and surrounding area when erecting aircrete large format blockwork.</p>	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.</p>
	<p>5.2 Minimise damage and maintain a clean work space.</p>
	<p>5.3 Dispose of waste in accordance with legislation.</p>

	<p>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.</p>
	<p>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.</p>
<p>6 Complete the work within the allocated time when erecting aircrete large format blockwork.</p>	<p>6.1 Demonstrate completion of the work within the allocated time.</p>
	<p>6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> - types of progress charts and timetables - organisational procedures for reporting circumstances which will affect the work programme.
<p>7 Comply with the given contract information to erect aircrete large format blockwork to the required specification.</p>	<p>7.1 Demonstrate the following work skills when erecting large format blockwork:</p> <ul style="list-style-type: none"> - measuring, marking out, lifting, pitching, fitting, positioning, adjusting, laying and finishing.
	<p>7.2 Erect large format blockwork to contract specification:</p> <ul style="list-style-type: none"> - position units - fix units - erect temporary propping.
	<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - position accelerated housing system components: <ul style="list-style-type: none"> • large format blockwork • floor cassettes • cavity closers • two part lintels • damp proof course membrane • drip trays • cavity trays • cavity strips • insulation socks • roof trusses • spandrels - fix housing system components - position associated timber units, e.g. flooring, structural, stairs - erect temporary propping - place large format blockwork

	<ul style="list-style-type: none"> - use hand tools, power tools and equipment - work at height
	7.4 Safely use and handle materials.
	7.5 Safely use hand tools, portable power tools and ancillary equipment.
	7.6 Safely store the materials, tools and equipment used when erecting housing system components.
	7.7 Describe the needs of other occupations/trades and how to effectively communicate within a team when erecting large format blockwork.
	7.6 Describe how to maintain the tools and equipment used when erecting large format blockwork.



ProQual Awarding Body
ProQual House
Annie Med Lane
South Cave
HU15 2HG

Tel: 01430 423822

www.proqualab.com

enquiries@proqualab.com