

Level 2 NVQ Diploma in Controlling Lifting Operations - Slinger/Signaller (Construction) (6564-02)

May 2013 Version 1.0



Qualification at a glance

Subject area	Controlling Lifting Operations - Slinger/Signaller (Construction)
City & Guilds number	6564
Age group approved	16-18, 19+
Assessment	Portfolio of evidence
Support materials	Centre handbook Candidate logbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 2 NVQ Diploma in Controlling Lifting Operations - Slinger/Signaller (Construction)	6564-02	600/8045/0



Contents

1	Introduction	4
	Structure	5
2	Centre requirements	6
	Approval	6
	Resource requirements	6
	Learner entry requirements	7
3	Delivering the qualification	8
	Initial assessment and induction	8
	Support materials	8
	Recording documents	8
4	Assessment	9
	Assessment of the qualification	9
	Aspects to be assessed through performance in the workplace	9
5	Units	10
Unit 101	Conforming to general health, safety and welfare in the workplace	11
Unit 207	Attaching and preparing suspended loads for movement using lifting accessories in the workplace	16
Unit 214	Checking and preparing lifting accessories to carry out lifting operations in the workplace	23
Unit 243	Guiding, positioning and placing suspended loads in the workplace	29
Unit 608	Moving, handling and storing resources in the workplace	35
Appendix 1	Sources of general information	41



1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	This qualification is ideal for individuals who specialise in slinging and signalling activities to carry out and control lifting operations. It provides an opportunity for them to demonstrate their competence in this area and gain a Level 2 NVQ Diploma in Controlling Lifting Operations.
What does the qualification cover?	It covers attaching and preparing suspended loads for movement using lifting accessories, and checking and preparing lifting accessories. It also covers guiding, positioning and placing suspended loads, along with the general health and safety needed in the processes.
Is the qualification part of a framework or initiative?	This qualification is a stand alone qualification and is not currently part of an apprenticeship framework.
What opportunities for progression are there?	It allows learners to progress into employment or onto a Level 3 NVQ Diploma in Controlling Lifting Operations.

Structure

To achieve the **Level 2 NVQ Diploma in Controlling Lifting Operations - Slinger/Signaller (Construction) (6564-02)**, learners must achieve **43** credits from the mandatory units below.

Learners may also complete the elective unit in the table below but the credits achieved will not count towards this qualification.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
A/503/1170	101	Conforming to general health, safety and welfare in the workplace	2
T/601/1543	207	Attaching and preparing suspended loads for movement using lifting accessories in the workplace	19
F/601/1531	214	Checking and preparing lifting accessories to carry out lifting operations in the workplace	8
J/601/1546	243	Guiding, positioning and placing suspended loads in the workplace	14
Elective			
F/503/1171	608	Moving, handling and storing resources in the workplace	5



2 Centre requirements

Approval

The approval process for Construction qualifications is available at our website. Please visit www.cityandguilds.com/construction for further information

Resource requirements

Centre staffing

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

Centres may design course programmes of study in any which way:

- best meets the needs and capabilities of their learners
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and /or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the learner to access relevant qualifications covering these skills.

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

Assessors and Internal Quality Assurer

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 candidate's competence. Assessor's experience, knowledge and understanding can 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 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 Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (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.

In Scotland, approval for exemptions must be obtained from the Scottish Qualifications Authority.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Learner entry requirements

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

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as this qualification is not approved for under 16s.



3 Delivering the qualification

Initial assessment and induction

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

Support materials

The following resources are available for this qualification:

Description	How to access
Qualification approval form	www.ccityandguilds/construction
Candidate logbook	www.cityandguilds.com

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 candidates' 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 qualification consultant, 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.



4 Assessment

Assessment of the qualification

Candidates must have a completed portfolio of evidence for each unit. Centres are able to download the 6564 logbook from the City & Guilds website.

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 requirements could be met across the qualification to make the most efficient use of evidence.



5 Units

Availability of units

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 101

Conforming to general health, safety and welfare in the workplace

UAN:	A/503/1170
Level:	1
Credit value:	2
GLH:	7
Relationship to NOS:	This unit is linked to NOS COSVR641 Conform to general workplace health, safety and welfare.
Aim:	<p>The aim of this unit is to provide the learner with an awareness of:</p> <ul style="list-style-type: none">• current statutory requirements and official guidance• responsibilities, to self and others, relating to workplace health, safety and welfare• personal behaviour in the workplace• security in the workplace.

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: <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. |

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: <ul style="list-style-type: none"> • resources • substances • asbestos • equipment • obstructions • storage • services • 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: <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.

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: <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.

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:
- 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
 - resources.

Unit 101 Conforming to general health, safety and welfare in the workplace

Supporting information

Guidance

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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.

Workplace evidence of skills cannot be simulated.

Unit 207

Attaching and preparing suspended loads for movement using lifting accessories in the workplace

UAN:	T/601/1543
Level:	2
Credit value:	19
GLH:	63
Relationship to NOS:	This unit is linked to NOS COSVR573 Attach and prepare suspended loads for movement.
Aim:	The aim of this unit is to provide the learner with the skills and knowledge required to: <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• prepare, attach and secure suspended loads using lifting accessories.

Learning outcome
The learner will: <ol style="list-style-type: none">1. interpret the given information relating to the work and resources when attaching and preparing suspended loads for movement.
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 interpret and extract information from drawings, specifications, schedules, method statements, risk assessments, technical and manufacturers' information1.2 comply with information and/or instructions derived from risk assessments and method statement1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented1.4 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

- technical and manufacturers' information
- regulations governing the attaching and preparing of suspended loads.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when attaching and preparing suspended loads for movement.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities under current legislation and official guidance whilst working:
 - in the workplace
 - below ground level
 - in confined spaces
 - at height
 - with tools and equipment
 - with materials and substances
 - with movement/storage of materials
 - by manual handling
 - by mechanical lifting
- 2.2 describe the organisational security procedures for:
 - tools
 - equipment
 - personal belongingsin relation to:
 - site
 - workplace
 - company
 - operative
- 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when attaching and preparing suspended loads for movement.
Assessment criteria
The learner can: 3.1 use Personal Protective Equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when attaching and preparing suspended loads for movement 3.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to attaching and preparing suspended loads for movement, and the types, purpose and limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome
The learner will: 4. select the required quantity and quality of resources for the methods of work to attach and prepare suspended loads for movement.
Assessment criteria
The learner can: 4.1 describe the characteristics, quality, uses, 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 • other specialist lifting equipment • tools • ancillary equipment 4.2 select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components • fixings • tools

	<ul style="list-style-type: none"> • equipment • lifting accessories
4.3	<p>state:</p> <ul style="list-style-type: none"> • how the resources should be used correctly • how problems associated with the resources are reported • how the organisational procedures are used
4.4	outline potential hazards associated with the resources and method of work
4.5	<p>describe how to calculate:</p> <ul style="list-style-type: none"> • weight and/or bearing pressure • quantity • length • area <p>associated with the method/procedure to attach and prepare suspended loads for movement.</p>

Learning outcome	
The learner will:	
5.	minimise the risk of damage to the work and surrounding area when attaching and preparing suspended loads for movement.
Assessment criteria	
The learner can:	
5.1	protect the work and its surrounding area from damage
5.2	minimise damage and maintain a clean work space
5.3	<p>describe how to protect work from damage and the purpose of protection in relation to:</p> <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions
5.4	<p>state why the disposal of waste should be carried out safely in accordance with:</p> <ul style="list-style-type: none"> • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance.

Learning outcome
The learner will: 6. complete the work within the allocated time when attaching and preparing suspended loads for movement.
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: <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.

Learning outcome
The learner will: 7. comply with the given contract information to attach and prepare suspended loads for movement using lifting accessories to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when attaching and preparing suspended loads for movement: <ul style="list-style-type: none"> • measuring • gauging • calculating • selecting • fitting • configuring • testing • balancing • adjusting • securing • positioning • removing 7.2 attach, prepare and secure suspended loads for movement, using a range of lifting accessories and/or with a range of lifting equipment and/or cranes to given working instructions 7.3 attach three of the following types of loads to a crane hook using appropriate load securing methods and lifting accessories: <ul style="list-style-type: none"> • balanced • unbalanced • loose/netted • bundled • containerised • drum-type

- 7.4 remove lifting accessories from a range of loads on completion of movement and leave loads in a safe situation
- 7.5 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- identify the characteristics of the load appropriate to the lifting operation
 - determine the method for attaching and securing
 - select and use suitable lifting accessories
 - attach and prepare suspended loads for movement
 - confirm balance, stability and correct weight distribution
 - remove and store lifting accessories on completion of the lifting operation
 - use hand tools and equipment
 - work at height
- 7.6 safely use and store:
- hand tools
 - ancillary equipment
 - a range of lifting accessories
- 7.7 state the needs of other occupations and how to communicate within a team when attaching and preparing suspended loads for movement
- 7.8 describe how to maintain the:
- tools
 - equipment
 - lifting accessories
- used to attach suspended loads for movement.

Unit 207 Attaching and preparing suspended loads for movement using lifting accessories in the workplace

Supporting information

Guidance

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment - Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of attaching and preparing suspended loads for movement to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 214

Checking and preparing lifting accessories to carry out lifting operations in the workplace

UAN:	F/601/1531
Level:	2
Credit value:	8
GLH:	27
Relationship to NOS:	This unit is linked to NOS COSVR572 Prepare lifting accessories for operational performance.
Aim:	<p>The aim of this unit is to provide the learner with the skills and knowledge required to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select materials, components and equipment• prepare and set up lifting accessories for operational performance.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when checking and preparing lifting accessories for lifting operations.
Assessment criteria
The learner can: 1.1 interpret and extract information from: <ul style="list-style-type: none">• drawings• specifications• schedules• method statements• risk assessments• technical and manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented

1.4	<p>describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> • drawings • specifications • schedules • risk assessments • method statements • technical and manufacturers' information • regulations governing the preparation and setting up of lifting accessories.
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Learning outcome	
The learner will:	
2.	organise the sequence and operation for checking and preparing lifting accessories.
Assessment criteria	
The learner can:	
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 checking and preparing lifting accessories for relevant lifting operations.

Learning outcome	
The learner will:	
3.	know how to comply with relevant legislation and official guidance when checking and preparing lifting accessories for lifting operations.
Assessment criteria	
The learner can:	
3.1	<p>describe their responsibilities under current legislation, approved codes of practice and official guidance whilst working:</p> <ul style="list-style-type: none"> • in the workplace • below ground level • at height • with materials and substances • with tools and equipment • by manual handling • by mechanical lifting
3.2	<p>describe the organisation security procedure for:</p> <ul style="list-style-type: none"> • tools • equipment • personal belongings <p>in relation to:</p> <ul style="list-style-type: none"> • site • workplace

<ul style="list-style-type: none"> • company • operative <p>3.3 state what the accident reporting procedures are and who is responsible for making reports.</p>

Learning outcome
The learner will:
4. maintain safe working practices when checking and preparing lifting accessories for lifting operations.
Assessment criteria
The learner can:
4.1 use Personal Protective Equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when checking and preparing lifting accessories
4.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to:preparing lifting accessories, and the: <ul style="list-style-type: none"> • types • purpose • limitations of each type
4.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome
The learner will:
5. request and select the required quantity and quality of resources to check and prepare lifting accessories for lifting operations.
Assessment criteria
The learner can:
5.1 describe the characteristics, quality, uses, 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 (including wire rope, chain, fabric, web hooks, shackles, beams, clamps and other specialist equipment) • hand tools and ancillary equipment
5.2 request and select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • consumables • attachments • accessories • ancillary equipment

5.3	state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used
5.4	outline potential hazards associated with the resources and method of work
5.5	describe how to calculate weight/bearing pressure, quantity, length and area, and identification of centres of gravity associated with the method/procedure to prepare and set up lifting accessories for lifting operations.

Learning outcome	
The learner will:	
6.	minimise the risk of damage to the work and surrounding area when checking and preparing lifting accessories for lifting operations.
Assessment criteria	
The learner can:	
6.1	protect the work and its surrounding area from damage
6.2	minimise damage and maintain a clean work space
6.3	describe how to protect work from damage and the purpose of protection in relation to: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions
6.4	state why the disposal of waste should be carried out safely in accordance with: <ul style="list-style-type: none"> • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance.

Learning outcome	
The learner will:	
7.	complete the work within the allocated time when checking and preparing lifting accessories for lifting operations.
Assessment criteria	
The learner can:	
7.1	demonstrate completion of the work within the allocated time
7.2	state 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.

Learning outcome	
The learner will:	
8.	comply with the given contract information to check and prepare lifting accessories to carry out lifting operations to the required specification.
Assessment criteria	
The learner can:	
8.1	demonstrate the following work skills when preparing lifting accessories for lifting operations: <ul style="list-style-type: none"> • fitting • checking • setting up • adjusting • securing • inspecting • confirming • removing
8.2	check, prepare and set up a range of lifting accessories to given working instructions to allow various lifting operations to be carried out
8.3	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 characteristics of lifting equipment and accessories • complete pre-use checks • select ancillary equipment • prepare, set up and adjust for relevant lifting operations • fit and remove ancillary equipment • dismantle and store lifting accessories • use tools, ancillary equipment and accessories
8.4	safely use and store: <ul style="list-style-type: none"> • hand tools • ancillary equipment • lifting accessories
8.5	state the needs of other occupations and how to communicate within a team when checking and preparing lifting accessories for lifting operations
8.6	describe how to maintain the: <ul style="list-style-type: none"> • tools • lifting accessories • equipment <p>used when preparing lifting accessories for the lifting operation</p>
8.7	list typical faults that could be found when checking relevant lifting accessories and describe procedures that should be followed to remove them from service.

Unit 214

Checking and preparing lifting accessories to carry out lifting operations in the workplace

Supporting information

Guidance

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing lifting accessories for operational performance to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 243

Guiding, positioning and placing suspended loads in the workplace

UAN:	J/601/1546
Level:	2
Credit value:	14
GLH:	47
Relationship to NOS:	This unit is linked to NOS COSVR572 Prepare lifting accessories for operational performance.
Aim:	<p>The aim of this unit is to provide the learner with the skills and knowledge required to:</p> <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select equipment to guide suspended loads• preparing to and guiding suspended loads to the required destination.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when guiding, positioning and placing suspended loads.
Assessment criteria
The learner can: 1.1 interpret and extract information from drawings, specifications, schedules, method statements and risk assessments 1.2 comply with information and/or instructions derived from risk assessments and 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">• drawings• specifications• schedules• method statements• risk assessments• technical and manufacturers' information• regulations governing the guiding and placing of suspended loads.

Learning outcome
The learner will: 2. organise the sequence and operation for guiding, positioning and placing suspended loads.
Assessment criteria
The learner can: 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 state how to organise appropriate resources prior to directing and guiding suspended loads.

Learning outcome
The learner will: 3. know how to comply with relevant legislation and official guidance when guiding, positioning and placing suspended loads.
Assessment criteria
The learner can: 3.1 describe their responsibilities under current legislation and official guidance 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 • by manual handling • by mechanical lifting 3.2 describe the organisational security procedures for: <ul style="list-style-type: none"> • tools • equipment • personal belongings in relation to: <ul style="list-style-type: none"> • site • workplace • company • operative 3.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 4. maintain safe working practices when guiding, positioning and placing suspended loads.
Assessment criteria
The learner can: 4.1 use Personal Protective Equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when guiding, positioning and placing suspended loads 4.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to guiding, positioning and placing suspended loads, and the: <ul style="list-style-type: none"> • types • purpose • limitations of each type 4.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires • spillages • injuries • other task-related hazards.

Learning outcome
The learner will: 5. select the required quantity and quality of resources for the methods of work to guide, position and place suspended loads.
Assessment criteria
The learner can: 5.1 describe the characteristics, quality, uses, 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. 5.2 select resources associated with own work in relation to ancillary, signalling and/or communication equipment 5.3 state how: <ul style="list-style-type: none"> • the resources should be used correctly • problems associated with the resources are reported • the organisational procedures are used 5.4 outline potential hazards associated with the resources and methods of work 5.5 describe how to calculate: <ul style="list-style-type: none"> • weight and/or bearing pressure • quantity

- length
- area

associated with the method/procedure to guide, position and place suspended loads.

Learning outcome

The learner will:

6. minimise the risk of damage to the work and surrounding area when guiding, positioning and placing suspended loads.

Assessment criteria

The learner can:

- 6.1 protect the work and its surrounding area from damage
- 6.2 minimise damage and maintain a clean work space
- 6.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions
- 6.4 state why the disposal of waste should be carried out safely in accordance with:
 - environmental responsibilities
 - organisational procedures
 - manufacturers' information
 - statutory regulations
 - official guidance.

Learning outcome

The learner will:

7. complete the work within the allocated time when guiding, positioning and placing suspended loads.

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

8. comply with the given contract information to guide, position and place suspended loads to the required specification.

Assessment criteria

The learner can:

- 8.1 demonstrate the following work skills when guiding and placing suspended loads:
- measuring
 - gauging
 - calculating
 - selecting
 - interpreting
 - judging
 - explaining
 - commanding
 - directing
 - informing
 - indicating
 - instructing
 - signing
 - moving
 - positioning
 - signalling
 - relaying
 - securing
- 8.2 direct and guide a range of loads using at least **one** of the following methods:
- hand signals
 - hand signalling equipment
 - electronic communication equipment
- 8.3 position and place a range of loads to given working instructions by guiding the movement of loads
- 8.4 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- assess and determine the movement of loads
 - guide, position and place suspended loads
 - signal and communicate following recognised/agreed operational procedures
 - work at height
- 8.5 safely use and store hand tools and ancillary, signalling or communication equipment
- 8.6 state the needs of other occupations and how to communicate within a team when guiding and placing suspended loads
- 8.7 describe how to maintain the tools and equipment used when guiding and placing suspended loads.

Unit 243 Guiding, positioning and placing suspended loads in the workplace

Supporting information

Guidance

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of guiding, positioning and placing suspended loads to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 608

Moving, handling and storing resources in the workplace

UAN:	F/503/1171
Level:	2
Credit value:	5
GLH:	17
Relationship to NOS:	This unit is linked to the COSVR643 Move, handle or store resources National Occupational Standard.
Aim:	The aim of this unit is to provide the learner with the skills and knowledge required to: <ul style="list-style-type: none">• interpret information• adopt safe and healthy working practices• select aids or equipment to move, handle or store occupational resources• move, handle and store occupational resources to maintain useful condition.

Learning outcome
The learner will: <ol style="list-style-type: none">1. comply with given information when moving, handling and/or storing resources.
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation1.2 interpret the given information relating to the use and storage of lifting aids and equipment1.3 describe the different types of technical, product and regulatory information, their source and how they are interpreted1.4 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented1.5 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:
 - in the workplace
 - in confined spaces
 - below ground level
 - at height
 - with tools and equipment
 - with materials and substances
 - with movement/storage of materials
 - by manual handling and mechanical lifting
- 2.2 describe the organisational security procedures for:
 - tools
 - equipment
 - personal belongingsin relation to:
 - site
 - workplace
 - company
 - 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: <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: <ul style="list-style-type: none"> • fires • spillages • injuries • 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: <ul style="list-style-type: none"> • characteristics • quality • uses • sustainability • limitations • defects

	<p>associated with the occupational resources in relation to:</p> <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.

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: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions
5.5	explain why the disposal of waste should be carried out safely in accordance with: <ul style="list-style-type: none"> • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • 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: <ul style="list-style-type: none"> • progress charts, timetables and estimated times • 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: <ul style="list-style-type: none"> • moving • positioning • Storing • securing • using lifting aids • 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.

Unit 608 Moving, handling and storing resources in the workplace

Supporting information

Guidance

This unit must be assessed in a work environment, in accordance with the:

- Additional Requirements for Qualifications using the title NVQ in QCF
- 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.

Workplace evidence of skills cannot be simulated.



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.

Centre Manual - Supporting Customer Excellence 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
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 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	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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