

GQA Level 3 NVQ Diploma in Steelfixing (Construction)

Qualification Number

610/7956/X

Qualification specification

Summary of changes

This document summarises any changes to this qualification specification since the last version. Please check the GQA website and GQAonline for the most recent version.

Version	V1
Publication date	01/10/2026
Summary of amendments	First publication of qualification specification

Qualification Summary

Qualification Title	GQA Level 3 NVQ Diploma in Steelfixing (Construction)
Qualification Number	610/7956/X
Total Qualification Time (TQT)	680
Guided Learning Hours	291
Minimum age	18
Qualification purpose	This qualification is designed for experienced steelfixers working on construction sites who install and secure reinforcing steel to complex structural designs. It assesses occupational competence in a real workplace environment.
Grading	Pass/Fail
Assessment	Portfolio of Evidence
Progression	• Higher-level Steel Fixing qualifications and specialist reinforcement programmes. • Level 3 and Level 4 construction supervision qualifications. • Construction Site Supervision and Site Inspection qualifications. • Temporary Works, reinforced concrete and structural construction specialisms. • Construction management and civil engineering supervisory pathways. • Specialist training in Building Information Modelling (BIM), digital construction and reinforced concrete systems. Continuing professional development in complex infrastructure, civil engineering and major construction projects.

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1: Introduction

GQA Qualifications

GQA Qualifications Limited is an Awarding Body for specialist sectors and occupational roles. Our current qualifications cover a wide range of sectors, including the Glass and Fenestration Industries, Construction, Print, Automotive Glazing, Polymers, Nuclear, Chimney Occupations, Meteorology and Print.

Our aim is to work with industries where we have access to knowledge within GQA, giving us a real ability to discuss specific qualifications with both centres and employers.
Qualification development is carried out in accordance with regulatory and Sector Skill Council requirements, using industry experts throughout the development and consultation processes.

At GQA, our purpose is clear: to bring learning to life. We believe every learning experience holds the potential for personal growth, and that's why our team is dedicated to creating meaningful, engaging opportunities that make a real difference in the lives of learners.

Centre Approval
To offer a GQA qualification, a centre must be recognised by GQA. The GQA centre approval process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a GQA qualification and to uphold the integrity of the GQA's qualifications that the centre delivers. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.
Recognised centres must seek approval for each qualification they wish to offer. The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specification
Each qualification GQA offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed. The aim of the qualification specification is to guide a centre through the process of delivering the qualification. Details of GQA's procedures and policies can be found on our website, including Qualification specifications can also be found on our website: https://gqaqualifications.com. and for existing approved centres can be downloaded from GQAonline.

If you have any further questions, please contact: info@g-q-a.com.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document
Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form. Centres must ensure they use the most up-to-date pdf version of the specification.

2. Introduction to the Qualification

Qualification Summary

Qualification units

Unit number	Unit name	*Credit value*	*GLH*
D/652/0267	Confirming work activities and resources for an occupational work area in the workplace	10	43
F/652/0268	Developing and maintaining good working relationships in the workplace	81	37
H/652/0269	Confirming the occupational method of work in the workplace	11	47
L/652/1503	Conforming to general workplace health, safety and welfare in the workplace	2	17
J/652/1501	Moving, handling or storing resources in the workplace	5	27
K/652/3745	Fixing reinforcement steel in-situ to complex designs	32	120

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning. Total Qualification Time for this qualification is made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

- The TQT for this qualification is: 680 hours

Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a tutor, trainer or other appropriate provider of education or training.

- The GLH for this qualification is 290 hours

Entry guidance

Learners should be aged 18 or above to undertake this qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes, assessment criteria and complying with the relevant literacy and numeracy requirements.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve all of the units, please refer to the list of units for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

Resource requirements

There are no prescribed mandatory physical resources for this qualification. Centres must, however, ensure learners have access to a working environment, information, documentation, staff support and assessment arrangements needed to generate valid evidence across all units.

How the qualification is assessed

This qualification is internally assessed through a portfolio of evidence generated from the learner's workplace practice and externally quality assured by GQA. Assessment is based on achievement of the published learning outcomes and assessment criteria.

Workplace evidence of skills cannot be simulated, unless specified in the qualification assessment strategy.

Assessment strategy

Assessment must be planned, conducted and quality assured so that evidence is valid, authentic, sufficient, current and reliable.

This qualification is designed to be delivered and assessed in any industry sector. The learning outcomes and assessment criteria are written to be met through the occupational health and safety activity that genuinely occurs in the learner's own workplace and role, and assessors must judge evidence within that context: the same criterion may legitimately be evidenced by very different artefacts in different sectors and organisations. Evidence is assessed at the level and intent of each unit — competent practice within the learner's own role and area of responsibility — and learners are not expected to make decisions, amend controlled documentation or take actions outside their role, authority or competence.

Accessibility, Inclusion and Equality

Accessibility of Assessment

GQA is committed to ensuring that assessment for this qualification is fair, accessible and inclusive whilst maintaining the validity, reliability and comparability of assessment decisions.

Assessment evidence may be presented in a variety of formats provided that the assessor can determine that the assessment criteria have been met and that authenticity can be confirmed. Depending on the needs of the learner and the nature of the evidence, this may include:

- written evidence
- professional discussions
- audio-recorded evidence
- video-recorded evidence
- witness testimony
- assessor observation records
- presentations
- workplace documentation
- electronic portfolio evidence
- other agreed accessible evidence formats

Assessment methods and evidence formats may be adapted through reasonable adjustments where these do not compromise the purpose of the assessment or the competence being assessed. Evidence may be presented in written, recorded, professional discussion, witness testimony, audio, video or other accessible formats where validity is maintained.

Centres must identify support requirements during initial assessment and throughout the learner's journey and must ensure learners are informed of the arrangements available for reasonable adjustments and special consideration. Initial assessment must consider the learner's access requirements, workplace opportunities, preferred methods of communication and any additional support needs.

Workplace Evidence and Equality

Where a learner's disability, health condition, pregnancy, maternity status or other protected characteristic affects access to specific workplace activities, centres must explore alternative approaches that enable the learner to generate valid evidence whilst maintaining the integrity of the qualification.

This may include:

- use of alternative naturally occurring workplace evidence
- use of professional discussion to supplement evidence
- use of anonymised workplace documents
- remote participation where appropriate
- adaptation of evidence collection arrangements
- alternative evidence sources that demonstrate equivalent achievement of the assessment criteria

Reasonable adjustments must not alter the standard required for achievement but should remove unnecessary barriers to evidence generation and assessment.

Validity and level.

The Level 3 demand in this qualification requires learners to apply knowledge, skills and understanding within their own work activities and areas of responsibility. Learners are expected to plan and organise work, select and adapt appropriate methods and resources, identify and resolve issues, and make decisions appropriate to their role. Evidence must show the learner's own contribution, judgement and understanding of workplace activities. Evidence that only describes organisational arrangements without demonstrating the learner's involvement or application of skills will not meet the requirements of the qualification. Equally, learners must not be required to demonstrate responsibilities, authority or decision-making beyond those normally associated with their job role.

Malpractice, plagiarism and the use of AI tools

Centres must have procedures to prevent, detect and manage malpractice, including plagiarism and the submission of work that is not the learner's own, in line with GQA's published malpractice requirements.

Sufficiency, currency and cross-referencing

Evidence must be sufficient, current and clearly cross-referenced, so each assessment criterion can be identified and assessed with confidence.

Simulation

Simulation must not be used unless it is expressly permitted within unit requirements or approved by GQA in accordance with its published policy.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit.
On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

Qualification delivery

Pre-course Information

All learners should be given appropriate pre-course information regarding any GQA qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a GQA qualification undertakes some form of initial assessment. The initial assessment should be used to inform a tutor of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to GQA qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow GQA's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements. Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered.

This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Centre staff will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance.
They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a GQA qualification must possess a teaching qualification appropriate for the level of qualification they deliver.

This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/Med
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Centre staff who assess a GQA qualification must possess an assessing qualification appropriate for the level of qualification they are delivering, or they should be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor.

Suitable assessor qualifications can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit or qualification specifications.

Internal Quality Assurer
Centre staff who undertake the role of an Internal Quality Assurer (IQA) for GQA Qualifications must possess or be working towards a relevant IQA qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer.

This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold an assessing qualifications.

External Quality Assurance

GQA undertakes external quality assurance to ensure that centres comply with qualification requirements and maintain consistent assessment standards. External quality assurance activities may include:

- review of assessment and internal quality assurance decisions
- sampling of learner evidence
- observation of assessment practice
- interviews with centre staff and learners

External quality assurance ensures that assessment decisions are valid, reliable and consistent across centres.

Centres must provide GQA with access to learner evidence, assessment and internal quality assurance records, staff records and any other documentation reasonably required to support external quality assurance activity. Centres must also address any actions arising from external quality assurance within the timescales set by GQA.

Complaints

Any complaints that a centre/employer, learner/apprentice or key stakeholder may wish to make in relation to the qualifications/end-point assessments and associated services offered by GQA should be made according to our Complaints Policy. This policy can be found on the GQA website.

Appeals

If a learner, or centre for any reason, considers that they have been wrongly refused access to fair assessment and wishes to appeal, they should follow the Centres Appeals Policy, and if not satisfied with the outcome of this, they can follow the GQA Appeals policy and procedure. This policy can be found on the GQA website.

Reasonable Adjustments and Special Considerations

GQA aims to facilitate access for learners who are eligible for reasonable adjustments and/or special consideration in assessment, whilst ensuring that the assessment of knowledge, skills, understanding and competence is not compromised. If a learner requires a Reasonable Adjustment to be applied to their qualification, approval for this must be requested through the centre's EQA.

RPL

RPL Recognition of Prior Learning (RPL) is the recognition of non-certificated learning towards a full (not partial) unit or qualification. GQA allows learners to RPL previous learning. A centre must have an RPL policy in place which should be followed if a learner requests to use this process.

3: Unit content

This section provides details of the structure and content of this qualification.

This section contains details of the full unit content

<table>
<tr><td>Unit Name</td><td colspan="3">Confirming work activities and resources for an occupational work area in the workplace</td></tr>
<tr><td>Unit Number</td><td colspan="3">D/652/0267</td></tr>
<tr><td>GLH</td><td>43</td><td>TQT</td><td>100</td></tr>
<tr><td>Level</td><td>3</td><td>Credit value</td><td>10</td></tr>
<tr><td>Unit Aim</td><td colspan="3">This unit applies to occupational work areas within the steelfixing and construction environment.
This unit aims to enable learners to plan and confirm work activities and resource requirements for an occupational work area, ensuring work is carried out efficiently, safely and in line with project requirements.</td></tr>
<tr><td>Learning outcomes
The learner will be able to:</td><td colspan="3">Assessment criteria
The learner can:</td></tr>
<tr><td rowspan="5">1. Identify work activities, assess required resources and plan the sequence of work.</td><td colspan="3">1.1 Identify work activities, assess required resources and plan the sequence of work.</td></tr>
<tr><td colspan="3">1.2 Identify work activities and formulate a plan for their own sequence of work.</td></tr>
<tr><td colspan="3">1.3 Explain the types of work relative to the occupational area and how to identify different work activities.</td></tr>
<tr><td colspan="3">1.4 Explain methods of assessing the resources needed from a range of available information.</td></tr>
<tr><td colspan="3">1.5 Explain the required information and the different methods used to prepare a work programme relative to the occupational area.</td></tr>
<tr><td rowspan="2">2. Obtain clarification and advice where the resources required are not available.</td><td colspan="3">2.1 Seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available.</td></tr>
<tr><td colspan="3">2.2 Explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available.</td></tr>
<tr><td rowspan="2">3. Evaluate the work activities and the requirements of any significant external factors against the project requirements.</td><td colspan="3">3.1 Assess progress of work against project requirements, taking into account external factors relating to:
• other occupations and /or customers
• resources
• weather conditions
• health and safety requirements.</td></tr>
<tr><td colspan="3">3.2 Explain different methods of evaluating work activities against the following project requirements:
• contract conditions and contract programme
• health and safety requirements of operatives.</td></tr>
</table>

3. Evaluate the work activities and the requirements of any significant external factors against the project requirements.	3.3 Evaluate the requirements of significant external factors that could affect the progress of work, in relation to: • other related programmes • special working conditions • weather conditions • other occupations/people • resources • health and safety requirements.
4. Identify work activities which influence each other and make the best use of the resources available.	4.1 Determine work activities that have an influence on each other.
	4.2 Evaluate which work activities make the best use of available resources in relation to: • occupations and/or customers associated with the work • tools, plant and/or ancillary equipment • materials and components.
	4.3 Explain different methods and sources that can identify which work activities influence each other.
	4.4 Describe how to determine the sequence of work activities and how long each work activity will take.
	4.5 Describe what zero and low carbon requirements are.
	4.6 Explain how work activities and different ways of using resources can impact on zero and low carbon requirements, and make a positive contribution to the environment.
5. Identify changed circumstances that require alterations to the work programme and justify them to decision makers.	5.1 Evaluate project progress against the work programme to identify any changed circumstances.
	5.2 Inform line management and/or customers on the type and extent of any required changes to the work programme.
	5.3 Explain how to identify possible alterations to the work programme to meet changed circumstances relating to action lists, method statements, duration, schedules and/or occupation specific requirements.
	5.4 Explain how to assess contractual/work effects resulting from alterations to the work programme.
	5.5 Explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme.

Unit Range and Scope

This unit covers the learner's ability to confirm the work activities, resources and sequencing required for an occupational work area. It includes interpreting project information, assessing labour, materials, tools, plant, time and other resource needs, coordinating interdependent activities, evaluating progress and external factors, and proposing justified changes when circumstances affect the work programme. The learner must operate within their own authority and communicate resource or programme issues to the appropriate decision makers.

Work Activities

Work activities may include:

- Site preparation activities.
- Measurement and setting out.
- Installation activities.
- Inspection and quality checks.
- Material handling and storage.
- Maintenance and finishing activities.
- Handover and completion activities.

Resources

Resources may include:

- Materials and components.
- Tools, equipment, plant and machinery.
- Documentation and information.
- Time allocations.
- Financial resources
- Labour and workforce requirements.

Sources of Information

Information may include:

- Drawings and specifications.
- Work schedules and programmes.
- Method statements.
- Risk assessments.
- Manufacturers' instructions.
- Contract documentation.
- Site instructions.
- Company procedures.
- Environmental requirements.

External Factors

External factors may include:

- Weather conditions.
- Site restrictions.
- Availability of labour.
- Availability of materials and equipment.
- Activities of other occupations and trades.
- Customer requirements.
- Health and safety constraints.
- Environmental requirements.
- Contractual obligations.

Work Activities Influencing Each Other

Examples include:

- Delivery of materials before installation.
- Access arrangements affecting multiple trades.
- Inspection and approval stages.
- Coordination of labour and plant.
- Sequencing of finishing works.

Zero and Low Carbon Considerations

May include:

- Reduction of material waste.
- Efficient use of resources.
- Recycling and reuse of materials.
- Reduced transport and delivery impacts.
- Use of sustainable products.
- Energy-efficient working practices.
- Compliance with environmental policies and sustainability targets.

. Sources of Advice and Clarification

Sources may include:

- Site supervisors.
- Contracts managers.
- Project managers.
- Technical specialists.
- Suppliers and manufacturers.
- Health and safety personnel.
- Clients and customers.
- Other trades and contractors.

Project Requirements

Project requirements may include:

- Contract specifications.
- Quality standards.
- Completion dates.
- Cost constraints.
- Health and safety requirements.
- Environmental requirements.
- Client requirements.
- Building regulations and industry standards.

Changed Circumstances

Changed circumstances may include:

- Delayed material deliveries.
- Labour shortages.
- Design changes.
- Variations to client requirements.
- Unexpected site conditions.
- Adverse weather.
- Equipment breakdown.
- Health and safety issues.
- Programme delays caused by other trades.

Unit Name	Developing and maintaining good occupational working relationships in the workplace		
Unit Number	F/652/0268		
GLH	37	TQT	80
Level:	3	Credit	8
Unit Aim	This unit is aimed at understanding how to work well with others on site. It focuses on communicating clearly, treating people fairly, sharing information at the right time, offering help and advice, and dealing with disagreements in a respectful way. The aim is to support safe, effective teamwork so work activities are completed to the required standard.		
Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*		
1. Develop, maintain and encourage working relationships to promote good will and trust.	1.1 Interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work.		
	1.2 Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others.		
	1.3 Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people.		
	1.4 Explain the principles of equality and diversity and how to apply them when working and communicating with others.		
2. Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.	2.1 Communicate on the following work activity information to relevant people following organisational procedures: • appropriate timescales • health and safety requirements • co-ordination of work procedures.		
	2.2 Explain the different methods and techniques used to inform relevant people about work activities.		
	2.3 Explain the effects of not informing relevant people with the expected level of urgency.		
	2.4 Explain the different types of work activity related information and to what level of detail the following people would expect to receive: • colleagues • employers • customers • contractors • suppliers of products and services • other people affected by the work/project.		
3. Offer advice and help to relevant people about work activities and encourage questions/requests for	3.1 Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome.		
	3.2 Explain the techniques of encouraging questions and/or requests for clarification and comments.		

clarification and comments.	3.3 Explain the different ways of offering advice and help to different people about work activities, in relation to: • progress • results • achievements • occupational problems • occupational opportunities • health and safety requirements • co-ordinated work.
4. Clarify proposals with people and discuss alternative suggestions.	4.1 Engage in regular discussions with relevant people about the occupational work activity and/or other occupations involved.
	4.2 Explain the methods of clarifying alternative proposals with relevant people
	4.3 Explain the methods of suggesting alternative proposals.
5. Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.	5.1 Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work.
	5.2 Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect.

Unit Range and Scope

This unit covers the interpersonal and communication skills required to develop and maintain effective occupational working relationships. It includes sharing accurate and timely information, applying equality, diversity and respectful working principles, offering advice and support, encouraging clarification, discussing alternative proposals and resolving differences of opinion. The scope extends to relationships with supervisors, colleagues, other trades, customers, contractors, suppliers and others affected by the work.

People and Working Relationships

- Supervisors, managers and team leaders
- Colleagues and other trades
- Customers and clients
- Contractors, suppliers and delivery personnel
- Other people affected by the work (e.g. occupants, members of the public)

Equality, Fairness and Respect

- Treating others fairly and with respect
- Applying equality and diversity principles in the workplace
- Supporting inclusive working practices
- Challenging inappropriate behaviour in line with organisational procedures

Communication

- Sharing work-related information clearly and at the right time
- Using verbal, written and digital communication methods
- Listening, questioning and responding appropriately
- Reporting progress, delays or issues
- Adjusting communication to suit different people and situations

Advice, Support and Cooperation

- Offering advice and help to others when required
- Encouraging questions and requests for clarification
- Sharing knowledge and experience to support team performance
- Working cooperatively with others to achieve work objectives

Unit Name	Confirming the occupational method of work in the workplace		
Unit Number	H/652/0269		
GLH	47	TQT	110
Level:	3	Credit value	11
Unit Aim	This unit aims develop understanding on how to decide the best way to carry out work activities in the workplace, how to use drawings, specifications and other project information to plan how work should be done, check what resources are needed, and find additional information when required. This unit aims to develop understanding of how to choose safe and efficient methods of work and explain these clearly to others on site.		
Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*		
1. Assess available project data accurately to determine the occupational method of work.	1.1 Interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work.		
	1.2 Explain how to summarise the following project data: • required quantities • specifications • detailed drawings • health and safety requirements • timescales • scope of works.		
	1.3 Explain the different methods of assessing available project data.		
	1.4 Explain how to use project data to interpret the work method, In relation to: • standard work procedures – sequence of work • organisation of resources (people, equipment, materials) • work technique • working conditions (health, safety and welfare) • risk assessment.		
2. Obtain additional information from alternative sources in cases where the available project data is insufficient.	2.1 Collect and collate additional information from alternative sources to clarify the work to be carried out.		
	2.2 Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient: • customers or representatives • suppliers • regulatory authorities • manufacturer's literature.		
3. Identify work methods that will make best use of resources and meet project, statutory and contractual requirements.	3.1 Examine potential work methods to carry out the occupational work activity.		
	3.2 Determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria.		

	3.3 Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to: • health and safety welfare (principles of protection) • fire protection • access and egress • equipment availability • availability of competent workforce • pollution risk • waste and disposal • zero and low carbon outcomes • weather conditions.
	3.4 Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to: • conforming to statutory requirements • customer and user needs • contract requirements in terms of time, quantity and quality environmental considerations.
	3.5 Explain how different methods of work can achieve zero/low carbon outcomes.
4. Confirm and communicate the selected work method to relevant personnel.	4.1 Confirm the selected occupational work method that meets project, statutory and contractual requirements.
	4.2 Communicate appropriately to relevant people on the selected occupational work method.
	4.3 Describe the different techniques and methods of confirming and communicating work methods to relevant people.
	4.4 Explain the principles of equality and diversity and how to apply them when working and communicating with others.

Unit Range and Scope

This unit covers the process of determining, confirming and communicating an appropriate occupational method of work. It includes interpreting and evaluating drawings, specifications, schedules, risk assessments, method statements and other project data; obtaining further information where details are incomplete; comparing alternative methods; and selecting an approach that makes effective use of people, materials, tools, plant and time while meeting technical, statutory, contractual, health and safety, environmental and quality requirements.

Project Information and Data	**Assessment and Use of Information**
• Drawings, specifications and detailed plans • Schedules, programmes of work and timescales • Manufacturer's information and technical literature • Risk assessments, method statements and health and safety documentation • Quantities, scope of works and contractual requirements	• Interpreting and summarising project data to determine methods of work • Assessing the sufficiency and accuracy of available information • Identifying when additional information is required • Obtaining further information from alternative sources, including customers, suppliers, manufacturers and regulatory bodies

Methods of Work

- Identifying and evaluating potential methods of work
- Selecting work methods that make best use of available resources
- Sequencing work activities and organising resources
- Ensuring work methods met:
    - Project requirements
    - Statutory and regulatory requirements
    - Contractual requirements
    - Health, safety and welfare requirements

Workplace Context

- Domestic and commercial construction sites
- Situations where work activities affect other trades, site operations or end users

Assessment and Use of Information

- Interpreting and summarising project data to determine methods of work
- Assessing the sufficiency and accuracy of available information
- Identifying when additional information is required
- Obtaining further information from alternative sources, including customers, suppliers, manufacturers and regulatory bodies

Resources and Environmental Considerations

- Workforce availability and competence
- Tools, plant, equipment and materials
- Access and egress arrangements
- Fire protection, pollution prevention and waste management
- Weather conditions and site constraints
- Consideration of zero and low carbon outcomes and environmentally responsible working practices

Communication and Equality

- Confirming selected methods of work within agreed levels of responsibility
- Communicating work methods clearly to relevant people, including supervisors, colleagues, other trades and customers
- Applying principles of equality and diversity when working and communicating with others

Unit Name	**Conforming to general health, safety and welfare in the workplace.**		
Unit Number	L/652/1503		
GLH	7	TQT	10
Level:	1	Credit value	1
Unit Aim	This unit aims to provide learners with the knowledge, understanding and practical skills required to work safely and responsibly in the workplace. Learners will develop an awareness of health, safety and welfare legislation, recognise and report workplace hazards, follow organisational procedures, contribute to maintaining a safe working environment, and support workplace security arrangements. The unit promotes safe working practices and encourages personal responsibility for protecting themselves, others and the working environment within their occupational area.		

Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*
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: • 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.
	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: • 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.
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: • 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: • 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.

Unit Range and Scope

This unit covers the general health, safety, welfare, environmental and security responsibilities that apply when working in a construction workplace. It includes following inductions, instructions, risk controls and safe systems of work; using control measures and protective equipment correctly; recognising and reporting hazards and changing circumstances; responding appropriately to incidents and emergencies; maintaining welfare and housekeeping standards; and supporting site security. Evidence should reflect the learner's normal occupational activities and personal responsibility for protecting themselves and others.

Health, Safety and Welfare Legislation and Guidance

- Health and Safety at Work etc. Act
- Management of Health and Safety at Work Regulations
- Provision and Use of Work Equipment Regulations (PUWER)
- Personal Protective Equipment at Work Regulations
- Control of Substances Hazardous to Health (COSHH)
- Manual Handling Operations Regulations
- Working at Height Regulations
- Environmental and waste management requirements

Workplace Hazards

- Slips, trips and falls
- Falling objects
- Manual handling activities
- Hazardous substances
- Asbestos-containing materials
- Electrical hazards
- Moving plant and vehicles
- Poor storage arrangements
- Obstructions and access issues
- Environmental hazards

Health and Safety Control Equipment

- Collective protective measures
- Personal Protective Equipment (PPE)
- Respiratory Protective Equipment (RPE)
- Local Exhaust Ventilation (LEV)
- Safety barriers, guards and warning systems

Risk Control Measures

- Risk assessments
- Safe systems of work
- Method statements
- Emergency procedures
- Permit-to-work systems
- Site rules and instructions

Workplace Welfare

- Welfare facilities
- Drinking water
- Washing facilities
- Toilets
- Rest areas
- Site housekeeping arrangements

Communication and Reporting

- Toolbox talks
- Site inductions
- Safety briefings
- Verbal reporting
- Written reports
- Accident and near-miss reporting procedures
- Hazard reporting systems

Fire Safety

- Fire prevention measures
- Fire alarms and evacuation procedures
- Emergency routes and assembly points
- Fire extinguishers:
  - Water
  - Foam
  - CO_2
  - Dry powder

Security Arrangements

- Site access and egress procedures
- Visitor control
- Protection of tools, equipment and materials
- Prevention of theft
- Security of work areas
- End-of-shift security checks
- Procedures for unauthorised personnel

Personal Responsibility

- Following instructions
- Safe behaviour
- Reporting hazards and incidents
- Protecting self and others
- Environmental awareness
- Contributing to health and safety discussions
- Stopping work in cases of serious and imminent danger

Environmental Responsibilities

- Waste segregation and disposal
- Recycling procedures
- Pollution prevention
- Efficient use of materials and resources
- Maintaining a clean and tidy workplace

Unit Name	Moving, handling and storing resources in the workplace		
Unit Number	J/652/1501		
GLH	27	TQT	50
Level:	2	Credit	5
Unit Aim	This unit aims to provide learners with the knowledge, understanding and practical skills required to safely move, handle and store workplace resources in accordance with legislation, organisational procedures and industry good practice.		

Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*
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: • 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.
	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: • 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: • 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.
	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: • 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: • 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: • 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 Range and Scope

This unit covers the safe movement, handling, positioning, securing and storage of occupational resources in the workplace. It includes interpreting work and product information, selecting suitable resources and lifting aids, applying manual and mechanical handling controls, protecting materials and surrounding work, maintaining access and housekeeping, managing packaging and waste, and completing activities within allocated timescales. The learner must demonstrate safe practice with relevant materials, components, tools and equipment while coordinating with other occupations.

Sources of Information

- Drawings and plans
- Work instructions
- Specifications
- Method statements
- Risk assessments
- Manufacturer's information
- Product information sheets
- Safety data sheets
- Organisational procedures

Health and Safety Controls

- Collective protective measures
- Personal Protective Equipment (PPE)
- Respiratory Protective Equipment (RPE)
- Local Exhaust Ventilation (LEV)
- Safety signage and warning systems
- Manual handling controls

Legislation and Guidance

- Health and Safety at Work etc. Act
- Manual Handling Operations Regulations
- Provision and Use of Work Equipment Regulations (PUWER)
- Control of Substances Hazardous to Health (COSHH)
- Working at Height Regulations
- Environmental Protection requirements
- Current industry guidance and codes of practice

Lifting and Handling Equipment

- Trolleys
- Sack trucks
- Pallet trucks
- Mechanical lifting devices
- Hoists
- Slings and lifting accessories
- Containers and storage units

Occupational Resources
- Sheet materials
- Loose materials
- Bagged and wrapped materials
- Fragile materials
- Components
- Tools and equipment
- Liquids and hazardous substance

Hazards
- Manual handling injuries
- Slips, trips and falls
- Falling materials
- Hazardous substances
- Mechanical lifting operations
- Poor storage arrangements
- Obstructions
- Vehicle and plant movements
- Environmental risks

Protection of Resources
- Prevention of damage
- Safe positioning and securing
- Correct stacking methods
- Protection from weather
- Protection from contamination
- Protection from other workplace activities

Work Skills
- Moving
- Lifting
- Carrying
- Positioning
- Securing
- Storing
- Using lifting aids
- Applying kinetic lifting techniques

Working with Others
- Communication with supervisors
- Communication with colleagues
- Coordination with other trades
- Maintaining access routes
- Minimising disruption to other occupations
- Handling techniques and lifting aids safely.

Storage Methods
- Segregated storage
- Secure storage
- Stacked storage
- Bundled materials
- Racked storage systems
- Protected storage areas
- Weather-protected storage

Environmental Responsibilities
- Waste minimisation
- Re-use of materials
- Recycling procedures
- Segregation of waste
- Pollution prevention
- Responsible disposal of packaging and consumables

Workplace Documentation and Communication
- Resource schedules
- Delivery documentation
- Storage records
- Verbal instructions
- Team briefings
- Hazard reporting procedures
- Defect and damage reporting

Time and Work Management
- Work programmes
- Progress schedules
- Allocated timescales
- Productivity requirements
- Reporting delays and issues

Unit Name	**Fixing reinforcement steel in situ to complex designs in the workplace**		
Unit Number	K/652/3745		
GLH	110	TQT	320
Level:	3	Credit	32
Unit Aim	This unit aims to provide learners with the knowledge, understanding and practical skills required to safely plan, coordinate and carry out the fixing of reinforcement steel in situ to complex designs within the workplace. Learners will be able to interpret complex drawings, specifications and schedules, select and use appropriate resources, maintain safe and healthy working practices, and install high-density reinforcement and embedments to meet contractual, technical and quality requirements in accordance with current legislation, industry standards and organisational procedures.		
Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*		
1. Interpret the given information relating to the work and resources when fixing steel in situ to complex designs.	1.1 Interpret and extract relevant information from complex drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.		
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.		
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.		
	1.4 Describe different types of information, their source and how they are interpreted in relation to: • complex drawings, including those from digital systems, site instructions, specifications, schedules, method statements, risk assessments, manufacturers' information, current regulations and organisational guidance associated with fixing steel reinforcement in situ to complex designs.		
2. Know how to comply with relevant legislation and official guidance when fixing steel in situ to complex designs.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: • in the workplace, below ground level, at height, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and 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 report.		

3. Maintain safe and healthy working practices when fixing steel in situ to complex designs.	3.1 Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when fixing steel in situ to complex designs.
	3.2 Demonstrate compliance with given information and relevant legislation when fixing steel in situ to complex designs in relation to the following: • safe use of access equipment • safe use, storage and handling of materials, tools and equipment
	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to fixing steel in situ and the types, purpose and limitations of each type, the work situation and general work environment in relation to: • collective protective measures • local exhaust ventilation (LEV) • personal protective equipment (PPE) • respiratory protective equipment (RPE
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
4. Select the required quantity and quality of resources for the methods of work to fix steel in situ to complex designs.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools, plant, equipment and labour.
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: • pre-cut and bent components, reinforcement steel, tie wire, spacers, embedments, fittings and fixings • hand tools, portable power tools, equipment and plant
	4.3 Describe how to confirm that the resources and materials conform to the specification
	4.4 Describe how the resources should be used correctly and how problems associated with the resources are rectified or reported.
	4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.6 Describe any potential hazards associated with the resources and methods of work.
	4.7 Describe how to calculate quantity, length and area associated with the method and procedure to fix steel in situ to complex designs.

5. Minimise the risk of damage to the work and surrounding area when fixing steel in situ to complex designs.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2 Maintain a clear and tidy work space.
	5.3 Dispose of waste in accordance with organisational procedures.
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6. Complete the work within the allocated time when fixing steel in situ to complex designs.	6.1 Demonstrate completion of the work within the estimated, allocated time.
	6.2 Describe 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.
7. Comply with the given contract information to fix steel in situ to complex designs to the required specification.	7.1 Demonstrate the following work skills when fixing steel in situ to complex designs: • planning, sequencing, preparing, coordinating, measuring, marking out, fitting, fixing, positioning, bracing, securing and checking.
	7.2 Select, use and maintain hand tools, portable power tools and ancillary equipment.
	7.3 Plan, sequence, prepare, measure, mark out, fit, fix, position, coordinate and install in situ, reinforcement steel to complex designs to given working instructions in order to form high density steel reinforcement with centres of less than 100mm across all horizontal, vertical or inclined planes and a minimum of 4 layers of reinforcement steel bars in the following: • slabs • bases • walls with junctions that are not a 90 degree angle and at least one complex curved shape from the following list: • circular • elliptical • conical • helical Cas • in embedments which require interpretation of information from multiple sources and in conjunction with other trades to meet the agreed specification.
	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: • coordinate and lead on fixing reinforcement steel in-situ to complex designs • extract details from steel fixing drawings and schedules (hardcopy, digital and Building Information Modelling) and conveying the information to others • identify, communicate and follow the installation quality requirements

	• plan and sequence steel fixing and embedment works for complex designs
	• prepare steel bar and resources for in situ installation
	• fix steel in situ to complex designs that have steel bars spaced at less than 100mm centres across all horizontal, vertical or inclined planes with a minimum of 3 layers of reinforcement steel in the following complex concrete structures:
	  • slabs
	  • bases
	• walls with junctions that are not a 90 degree angle and one complex curved shape from the following list:
	  • circular
	  • elliptical
	  • conical
	  • helical
	  • Stairs utilising multi layered reinforcement steel (excluding mesh), including risers with a turn, return or curved landing
	  • prepare cast
	  • in embedments which require interpretation of information from multiple sources and in conjunction with other trades to meet the agreed specification and determine appropriate bracing for complex reinforcement steel sections, fix and secure for section movement:
	  • temporary bars
	  • permanent support bars (riders)
	  • lifting support bars (rakers) – incorporate reinforcement coupler and continuity systems
	  • understand the flow of information for digital systems
	  • recognise and determine when specialist skills and knowledge are required and report accordingly
	  • work with, around and in close proximity to plant and machinery
	  • use hand tools, portable power tools and equipment
	  • work at height
	  • use access equipment

	7.5 Describe the needs of other occupations and how to communicate effectively within a team when fixing reinforcement steel in situ to complex designs
	7.6 Describe how to maintain hand tools, portable power tools and ancillary equipment used when fixing steel in situ to complex design

Unit Range and Scope

This unit covers the planning, coordination and installation of reinforcement steel in situ to complex structural designs. It includes interpreting complex reinforcement drawings, schedules, specifications and digital information; selecting and checking materials, components, tools, plant and labour; sequencing and coordinating high-density reinforcement and embedment work; measuring, marking out, positioning, fitting, bracing, securing and checking reinforcement; and maintaining safety, quality, environmental protection and productivity. The scope includes complex slabs, bases, walls, curved forms, stairs, support and continuity systems, and work requiring coordination with other trades and information from multiple sources

Information and Documentation

- Complex reinforcement drawings and schedules
- Specifications
- Method statements
- Risk assessments
- Manufacturer's information
- Digital information systems, including BIM

Complex Reinforcement Structures

- Slabs
- Bases
- Walls with non-90° junctions
- Curved structures, including:
    - Circular
    - Elliptical
    - Conical
    - Helical
    - Stairs with multi-layered reinforcement and turning, returning or curved landings

Support and Continuity Systems

- Temporary support bars
- Permanent support bars (riders)
- Lifting support bars (rakers)
- Reinforcement coupler systems
- Continuity systems

Quality and Safety Requirements

- Compliance with health, safety and environmental legislation
- Use of PPE and RPE
- Safe use of tools, equipment and materials
- Protection of completed work
- Waste management and environmental controls
- Quality assurance and inspection requirements

Resources

- Pre-cut and bent reinforcement
- Reinforcement steel bars
- Tie wire
- Spacers
- Embedments
- Fixings and fittings
- Hand tools
- Portable power tools
- Plant and equipment

Reinforcement Installation Activities

- Planning and sequencing work
- Measuring and marking out
- Positioning and fixing reinforcement
- Coordinating installation activities
- Bracing and securing reinforcement
- Checking compliance with specifications
- Installing embedments

Working Environments

- Below ground level
- At height
- Using access equipment
- In proximity to plant and machinery
- Working alongside other occupations

Design Complexity

- High-density reinforcement arrangements with:
    - Centres less than 100 mm
    - Horizontal, vertical and inclined planes
    - Minimum four layers of reinforcement steel
- Complex embedments requiring interpretation of information from multiple sources and coordination with other trades.

4: Support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available in GQAonline:

- learner's portfolio evidence log
- learning resources
- qualification summary sheet
- GQA e-portfolio which is available from GQA for Centres and Learners to use.

Contact us

GQA
Unit 1
12 O'clock Court
Attercliffe Road
Sheffield
S4 7WW

0114 2720033

Info@g-q-a.com