



Engineering Construction Industry Training Board

# STANDARDS INFORMATION BOOKLET

## LEVEL 2 DIPLOMA IN STEEL ERECTING

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## CONTENTS

<b>1. What is an ECITB QCF qualification?</b>	2
1.1 What is the process involved in achieving a QCF qualification?	3
1.2 What will be assessed?	6
1.3 How will assessment take place?	6
1.4 Simulation requirements	7
1.5 Assessment of candidates with particular assessment requirement	8
- Access to Fair Assessment	
- Principles	
- Reasonable Adjustments	
- Special Consideration	
- Procedures	
- Monitoring and reporting	
1.6 Recommended prior learning	10
1.7 Credit	10
1.8 Rules of Combination	10
1.9 Career development within the engineering construction industry	10
<b>2. Qualification Structure</b>	11
2.1 Level 2 Diploma in Steel Erecting	11
2.2 Unit summaries	12
<b>3. Steel Erecting QCF Units</b>	14
- Contribute to effective working relationships in steel erection	14
- Work safely and minimise risk in steel erection	16
- Identify and deal with hazards and emergencies in steel erection	18
- Move structural steel sections under supervision	20
- Install Structural Steelwork Components	22
- Work safely at height on steel structures	24
- Assemble bolted joints in structural steelwork	26
- Dismantle structural steelwork components	28

## Introduction

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This booklet has been developed to provide anyone considering the ECITB Level 2 Diploma in Steel Erecting with an introduction to the awards currently available through ECITB. This booklet contains a copy of the QCF units within the Steel Erecting qualification as well as a summary of the way in which QCF qualifications are constructed; what the process is in achieving an ECITB qualification; and how it is assessed.

Should you have any queries, or require any further information regarding the awards offered by ECITB please contact the Awards & Qualification Administrator at:

HEAD OFFICE ADDRESS	CONTACT DETAILS
ECITB Blue Court Church Lane Kings Langley Hertfordshire WD4 8JP	Tel: 01923 260000 E-mail: <a href="mailto:nsvq@ecitb.org.uk">nsvq@ecitb.org.uk</a> ECITB website address: <a href="http://www.ecitb.org.uk">www.ecitb.org.uk</a>

## 1. What is an ECITB QCF qualification?

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ECITB Qualification Credit Framework qualifications (QCF) are work-based qualifications which are based on the National Occupational Standards (NOS) of that particular sector of industry. NOS are developed by employers and professional bodies in conjunction with the Standard Setting Body and describe what is meant by occupational competence within a particular job role.

All QCF qualifications are structured in such a way that they can be broken down into the following common parts:

- Units
- Level
- Credit value
- Learner outcomes
- Assessment criteria
- Assessment requirements

Each of these parts is further described below.

Units	A qualification is divided into units, each of which describes an activity which the candidate will be expected to perform competently.
Level	The level represents the complexity, autonomy and/or range of achievement expressed within the unit.
Credit Value	The credit value represents the learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.
Learner Outcomes	Learner outcomes set out what a candidate is expected to know, understand or be able to do as the result of a process of learning.
Assessment Criteria	The assessment criteria within a unit specifies the standard a candidate is expected to meet to demonstrate that the learning outcomes have been achieved in order to be deemed competent.
Assessment requirements	Details any requirements about the way a unit must be assessed.

## 1.1 What is the process involved in achieving a QCF qualification?

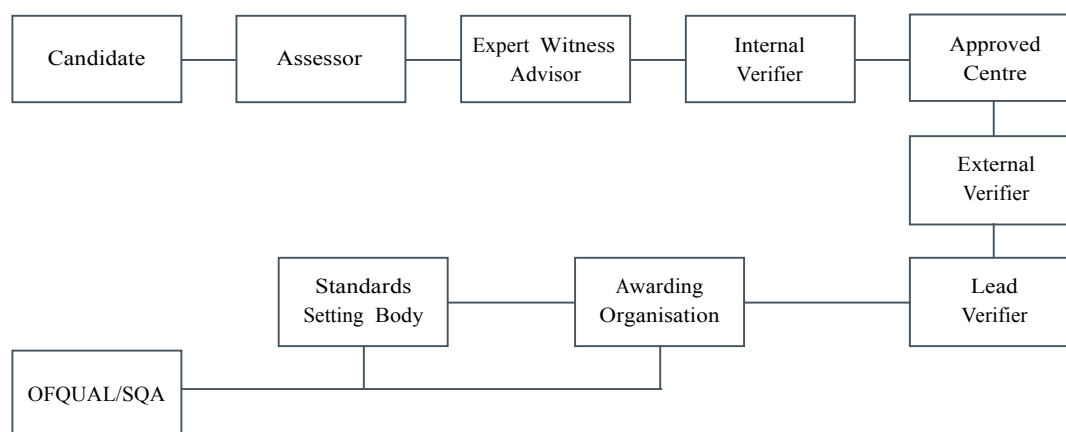
Once a candidate has been registered with the awarding organisation, in this case ECITB Awards & Qualifications, they will be ready to begin working towards their qualification. They will then be introduced to the assessor who will offer support and guidance as the candidate progresses through the stages of the qualification. The assessor will firstly introduce the candidate to the other key members of the qualification system.

These will include:-

- Expert Witness Adviser
- Internal Verifier
- Approved Centre
- Centre Co-ordinator
- External Verifier
- Lead Verifier
- Awarding Body
- Standard Setting Body
- Office of Qualifications and Examinations Regulation (Ofqual)

The assessor will also explain what roles each of these key members will play in assuring the quality of the qualifications system. This is vitally important as it helps to ensure that the assessment of qualifications is valid and reliable and that certificates are only awarded to those candidates who do successfully meet the standards required.

The diagram below illustrates the flow of information between each of the key members.



## STEEL ERECTING

The following tables summarise the roles which each of the key members perform in quality assuring the regulated qualifications systems, including N/SVQ's.

Who's who	What is their role?
<b>Candidates</b> Individuals seeking validation for their achievements and competence.	<ul style="list-style-type: none"> <li>Show they can perform to national standards in order to be awarded credit, counting towards a qualification and demonstrate the specified knowledge, understanding and skills.</li> <li>Take some responsibility for the quality of evidence provided to assessors.</li> </ul>
<b>Assessors</b> Appointed by an approved centre to assess a candidate's evidence. In direct contact with candidates. Holds appropriate qualification as agreed by the regulators such as D32 and D33 or A1.	<ul style="list-style-type: none"> <li>Judge candidates' evidence against the QCF units.</li> <li>Advise candidates on opportunities to collect evidence.</li> <li>Ensure that the evidence provided is current. (Up to and including the two year period prior to the portfolio completion date for any unit or qualification).</li> <li>Decide whether the candidate has demonstrated competence, give feedback on the decision and record it.</li> <li>Ensure that their assessment practice meets awarding organisation guidance.</li> </ul>
<b>Expert Witness Adviser</b> Appointed by an approved centre to carry out direct observation as the exception when an assessor is not available.	<ul style="list-style-type: none"> <li>Can carry out direct observation of the candidate against the criteria for the mandatory assessor observation of assessment criteria and assessment requirements where the practicalities and costs of having an assessor available to observe the candidate at work are prohibitive.</li> <li>The EWA shall meet the criteria for assessor occupational expertise as specified by the ECITB Standards Setting Body Assessment Strategy.</li> <li>A registered EWA can provide mandatory direct observation of any candidate in the relevant qualification for any approved centre as long as the assessor/EWA procedures are followed.</li> </ul>
<b>Internal Verifiers</b> Appointed by an approved centre to ensure consistency and quality of assessment. Holds V1 and A1 or appropriate qualification as agreed with the regulators.  Works to the ECITB Internal Verification Code of Practice.	<ul style="list-style-type: none"> <li>Work with assessors to ensure the quality and consistency of assessment.</li> <li>Sample candidate assessments to ensure consistent assessment.</li> <li>Ensure their own verification practice meets V1.</li> <li>Ensure that assessment and verification records and documents are fit for purpose and meet awarding organisation requirements.</li> <li>Ensure that requests for certificates to the awarding organisation are based on assessments of consistent quality.</li> <li>Provide support and guidance for the centre's assessors.</li> </ul>
<b>Centre Co-ordinators</b> May take on some internal verifier functions, particularly relating to administration. Not all centres have co-ordinators.	<ul style="list-style-type: none"> <li>Act as a contact for the awarding organisation and the external verifier.</li> <li>Ensure that there are accurate assessment and verification records for the qualification.</li> <li>Request certificates and credits from the awarding organisation.</li> </ul>
<b>Approved Centres</b> Organisations approved by awarding bodies to assess and verify qualifications	<ul style="list-style-type: none"> <li>Manage assessment and verification on a day-to-day basis.</li> <li>Have effective assessment practices and internal verification procedures.</li> <li>Meet awarding organisation requirements for qualification delivery.</li> <li>Have sufficient competent assessors and internal verifiers with enough time and authority to carry out their roles effectively.</li> </ul>
<b>Lead Verifiers</b> Appointed by ECITB Awards & Qualifications to manage teams of external verifiers.	<ul style="list-style-type: none"> <li>Manage the workload of the external verifiers.</li> <li>Monitor performance of the external verifiers.</li> <li>Provide advice and guidance to external verifiers.</li> <li>Carry out all new centre approvals.</li> <li>Approve post approval monitoring reports and ensure all actions are implemented.</li> <li>Approve any recommendations for sanctions on centres.</li> <li>Resolve disputes.</li> <li>Approve recommendations for appointment of new assessors and internal verifiers.</li> </ul>

Who's who	What is their role?
<b>External Verifiers</b> Appointed by Awards & Qualifications to monitor the work of approved centres. They are the key link between the awarding organisation and the centre. Holds V2 and A1 or appropriate qualification as agreed by the regulators. Works to the ECITB External Verification Code of Practice.	<ul style="list-style-type: none"> <li>• Make sure that decisions on competence are consistent across centres.</li> <li>• Make sure that the quality of assessment and verification meets national standards.</li> <li>• Sample candidate assessments and monitor assessment and verification practices in centres, including interviews with assessors and internal verifiers.</li> <li>• Provide advice, guidance and feedback to centres.</li> <li>• Make regular visits to centres and assessment locations.</li> <li>• Ensure that their own verification practice meets V2 and A1.</li> </ul>
<b>Awarding Body / Awarding Organisations</b> An organisation approved by Ofqual or SQA to award qualifications with a framework.	<ul style="list-style-type: none"> <li>• Ensure the quality and consistency of assessment for qualifications nationally.</li> <li>• Produce guidance for centres.</li> <li>• Appoint, support and develop external verifiers, allocate them to centres and monitor their work.</li> <li>• Approve and monitor centres against the approved centre criteria.</li> <li>• Award credit.</li> <li>• Collect information from centres to inform national decisions about qualification delivery.</li> <li>• Provide information to Ofqual/SQA.</li> </ul>
<b>Standards Setting Bodies / SSB</b> Develop the National Occupational Standards on which competence qualifications are based.	<ul style="list-style-type: none"> <li>• Work with industry to develop National Occupational Standards.</li> <li>• Work with awarding organisations to produce assessment strategies.</li> <li>• Provide information about, and clarification of, the National Occupational Standards.</li> </ul>
<b>Sector Skills Councils / SSC</b>	<ul style="list-style-type: none"> <li>• Accredite qualifications put forward by awarding organisations if they meet the published criteria.</li> </ul>
<b>Regulatory Authorities</b> <b>Ofqual</b> Office of Qualifications and Examinations Regulation (Ofqual) regulate qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland.  Ofqual together with its partner regulators in Wales (DCELLS) Department for Children, Education, Lifelong Learning and Skills and (CCEA) and Council for the Curriculum Examinations and Assessment, is responsible for regulation of the Qualifications and Credit Framework (QCF)	<ul style="list-style-type: none"> <li>• Ensure that organisations that offer and deliver qualifications (awarding organisations) have good systems in place, and that they are held to account for their performance.</li> <li>• Ensure that all qualifications offered by awarding organisations are fair and are comparable with other qualifications.</li> <li>• Ensure that standards in qualifications, exams and tests are monitored and the findings are reported.</li> <li>• Ensure that there is fair access to qualifications for all candidates.</li> <li>• Ensure the quality of marking of exams, tests and other assessments is high, so that learners get the results they deserve.</li> <li>• Ensure that the qualifications market provides value for money and meets the needs of learners and employers.</li> <li>• Ensure that debate about important topics, such as standards of exams and qualifications, is encouraged.</li> </ul>
<b>Regulatory Authorities</b> <b>SQA</b> Scottish Qualification Authority (SQA) accredits qualifications in Scotland.	<ul style="list-style-type: none"> <li>• Accredite qualifications put forward by Awarding Bodies if they meet the published criteria.</li> <li>• Ensure the quality of the overall qualification system through work with Awarding Bodies.</li> <li>• Monitor the performance and effectiveness of Awarding Bodies through quality audits.</li> </ul>

# STEEL ERECTING

## 1.2 What will be assessed?

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Once the candidate has decided with the assessor which route they will take through the qualification, i.e. the units they will work towards, they are ready to begin assessment. Broadly speaking two aspects of the candidate's working practice will be assessed: their performance; and their knowledge and understanding. The assessor will work with the candidate to plan how, when and where evidence will be gathered to cover these aspects.

## 1.3 How will assessment take place?

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There are a variety of methods through which evidence of the candidate's competence can be gathered. There are also different methods by which to collect performance and knowledge evidence.

In relation to performance evidence there are five main assessment methods:

1. Direct observation of the candidate's performance by the assessor and/or EWA.
2. Testimony from a witness such as a candidate's colleague, this is also observation of the candidate.
3. Documentary evidence (*such as permits to work, work specifications etc.*) which relate to work successfully completed by the candidate on a past occasion.
4. Demonstration of a task by the candidate at the assessor's request. This is known as 'Simulation'.
5. Questioning of the candidate to establish knowledge and understanding requirements.

These options give an assessor and the candidate some flexibility in how they are able to prove competence. However, some of these assessment methods are less reliable and as such their use may be limited within the qualification. If this is the case the guidance contained within the QCF units will provide further clarification. Direct observation of the candidate by the assessor is the most reliable, and often the most straightforward, method of gathering evidence. The approved centre and the assessment team responsible for assessing the candidate will determine whether observation or some of the other assessment methods listed above offer the best assessment solution for each individual candidate.

In relation to evidence of knowledge and understanding there are two main assessment methods:

1. Performance evidence gathered in the course of working towards the unit.
2. Questioning of the candidate.

In some instances, it will be self-evident from the candidate's performance that they have acquired the necessary knowledge and understanding e.g. where the unit requires knowledge of how to carry out a specific task and by carrying it out effectively the candidate demonstrates that they know what to do.

However, knowledge of why something is done in a certain way cannot be demonstrated through performance alone and questioning of the candidate is another assessment method that could be used.



## 1.4 Simulation requirements

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Demonstration, as previously outlined, is one of the assessment methods available to candidates and assessors through which to observe a candidate's competence. However, its use has been limited to certain specific units in which it may be possible to gather the naturally occurring workplace evidence normally required.

Reference needs to be made to the standards to confirm the status of each unit, however, as a rule simulation is only permissible where one or more of the following characteristics apply:

- a) Health and safety could be compromised by seeking workplace evidence.
- b) The behaviour or situation under which assessment occurs happens infrequently in the workplace.
- c) The responsibility for the work rests with the candidate, but it is typically either delegated or carried out jointly with another and the candidate has limited opportunity to demonstrate it directly and individually.
- d) There would be unacceptable commercial or operational risk in securing workplace assessment.
- e) Facilities would need to be placed in an unacceptable operating state to allow for assessment to take place.

The assessment requirements detail within each unit whether or not simulation is permitted within the assessment for that unit.

Where simulation is permitted, the simulated activity must be designed to reflect the activity as it would be carried out in a typical workplace environment, including:

- a) The presence, actions and capabilities of other interacting personnel.
- b) The urgency with which the activity must be carried out and the time needed to complete it.
- c) The number and sequence of actions needed to complete the activity.
- d) The number and complexity of the factors affecting the activity.
- e) The skills and knowledge needed to carry out the activity.
- f) The nature and availability of resources needed to carry out the activity.
- g) Access to references and sources of advice and assistance that could be needed if problems arise.
- h) The type of documentation to be completed.
- i) The standards to which the activity must be carried out, including any practices and procedures which must be followed.
- j) The outcomes which the activity will produce.
- k) Access to normal/usual workplace instructions.

## 1.5 Assessment of candidates with particular assessment requirements

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Equal Opportunities, Reasonable Adjustments and Special Considerations.

### Access to Fair Assessment

ECITB Awards & Qualifications requires approved centres to demonstrate a clear commitment to access to fair assessment, equal opportunities, reasonable adjustments and special considerations and to operate a Fair Assessment Policy in all matters concerning the assessment of candidates for the award of Qualifications and/or certificates or unit credits and in any appeals against approved centre decisions.

The policy must take account of full current legislation in the area of access to fair assessment and equal opportunities. This must include:

- The Race Relations Act Amendment.
- The Disability Discrimination Act.
- The Special Educational Needs and Disability Act.
- The Human Rights Act.

The approved centre must ensure that relevant staff in the assessment team receives training in the relevant sections of current legislation and that sufficient and appropriate information with regard to the content of this procedure is passed to all members of the approved centre assessment team.

The approved centre must maintain records of assessment and verification decisions, which demonstrate that:

- Assessment decisions only discriminate between candidates on the basis of the competence defined by the National Occupational Standards specified in the qualification.
- Assessment judgements are made regardless of race, gender, disability, nationality, religion, age, sexual orientation, family status or any other irrelevant factor.

### Arrangements for candidates with particular assessment requirements

#### Principles

Approved centres must ensure that there are no unnecessary barriers to assessment, which prevent candidates from effectively demonstrating their attainment. Arrangements for candidates with particular assessment requirements (special arrangements) must also ensure that such candidates are not given, or do not appear to be given, an unfair advantage. Special arrangements are generally not appropriate where the candidate's particular difficulty directly affects performance in the actual attributes that are the focus of assessment.

Approved centres must make special arrangements according to the needs of the individual candidate, reflecting the candidate's usual method of working, the assessment requirements as set out in the specification and any guidelines set down by the regulatory authorities. Any special arrangements must ensure that the validity, reliability and integrity of the assessment are preserved and that certificates accurately reflect candidate attainment.

Approved centres are only required to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. As stated above the NOS must be taken into consideration, as must any safety and health implications.

There are two ways in which access to fair assessment can be maintained

1. Through reasonable adjustments.
2. Through special consideration.

### Reasonable Adjustments

A reasonable adjustment is any action that helps to reduce the effect of a disability that places the candidate at a substantial disadvantage in the assessment situation.

Reasonable adjustments must not affect the integrity of what needs to be assessed, but may involve:

- Changing standard assessment arrangements, for example allowing candidates extra time to complete the assessment activity.
- Adapting assessment materials, such as providing materials in Braille.
- Providing access facilitators during assessment, such as a sign language interpreter or a reader.
- Re-organising the assessment room, such as removing visual stimuli for an autistic candidate.

Reasonable adjustments will not be taken into consideration during the assessment of the candidates work.

### Special Consideration

Special consideration is given following an assessment to candidates who are present for the assessment but may have been disadvantaged by temporary illness, injury or adverse circumstances, which arose at or near the time of assessment.

Special consideration should not give the candidate an unfair advantage neither should its use cause the user of the certificate to be misled regarding a candidate's achievements. The candidate's result must reflect his or her achievement in the assessment and not necessarily his or her potential ability.

**Where an assessment requires a competence, criteria or standard to be met fully, it may not be possible to apply special consideration. In some circumstances it may be more appropriate to offer the candidate an opportunity to retake the assessment at a later date or to extend the registration period so that the candidate has more time to complete the assessment activity.**

Approved centres must make provision for special consideration to ensure that candidates who suffer temporary illness, injury or indisposition at the time of assessment are treated fairly. Such assessment should be made available to the candidate as soon as is reasonably practical within the guidelines of access to fair assessment. Where this is not possible, the awarding organisation will consider each individual case for special consideration, identifying the minimum requirements for an award to be made.

### Procedures

Approved centre assessment team members should refer to the written procedures provided within the ECITB Awards & Qualifications Quality Assurance Procedures Manual for further guidance and information or to their own Approved Centre Operations Manual.

### Monitoring and Reporting

The awarding organisation will monitor, evaluate and report annually on the use of special arrangements by its approved centres. Relevant data will be shared with the regulatory authorities on request.

# STEEL ERECTING

## 1.6 Recommended prior learning

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There is no prior knowledge, attainment or experience required for this qualification. Existing workers are expected to be competent by virtue of their length of service and experience and satisfactory performance in their roles, and will need to achieve the qualification in order to have this competence validated.

## 1.7 Credit

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Credit is awarded to candidates for the successful achievement of the learning outcomes of a unit. The number of credit awarded will be the same as the value of the achieved unit, it is not possible for some credit to be achieved for partial completion of a unit or for candidates to be awarded credit when all learning outcomes are not achieved by virtue of any 'compensation' for stronger performance in other areas of learning/achievement.

**Credit accumulation** is the term used to describe the process of putting a combination of credits to meet the achievement requirements of a qualification. The rules of combination for a qualification determine the requirements for achievement of credits through particular units. Awarding organisations award qualifications based on this process.

**Credit transfer** describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification, credits can only be transferred between qualifications and awarding organisations subject to the rules of combination for the receiving qualification.

## 1.8 Rules of Combination

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Rules of combination specify the credits that need to be achieved through completion of particular units for a qualification to be awarded. All accredited qualifications within the QCF must have a set of rules of combination. Rules of combination set out the credit value of the qualification, credits from mandatory units and credits from optional units, credits from equivalent units and exemptions along with time limits on the process of credit accumulation or exemptions.

**Exemptions** are detailed within the rules of combination, exemptions set out any exemption from the requirement to achieve credit for units that candidates can claim, based on certificated achievement outside the QCF deemed to be of equivalent value to a QCF unit or units.

Time limits on the process of credit accumulation or exemptions are set out for each QCF unit within the rules of combination. ECITB QCF units have a time limit of 24 months from achievement for use within a QCF qualification.

## 1.9 Career development within the engineering construction industry

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The ECITB's Apprenticeship programme is its main vehicle for recruiting and training young people to meet the future skills requirements of the industry. Qualifications at Levels 2 and 3 are often an integral part of this scheme.

The ECITB provides an alternative training route towards qualifications for those who have not completed an apprenticeship but seek to have their competence validated. Information on the scheme is available on request from ECITB offices.

For more information about career progression you can go to the ECITB website.

## 2. Qualification Structure

### 2.1 Level 2 Diploma in Steel Erecting

To achieve this qualification, candidates must attain a minimum of 48 credits made up from the following;

- All SEVEN of the mandatory units (48 credits)

An optional unit is available if required.

#### MANDATORY UNITS – candidates must achieve all SEVEN units to a total of 48 credits

Ref. Number	Unit Title	Credit
SE - UA 1	Contribute to effective working relationships in steel erection.	3
SE - UA 2	Work safely and minimise risk in steel erection.	4
SE - UA 3	Identify and deal with hazards and emergencies in steel erection.	3
SE - UA 4	Move structural steel sections under supervision.	8
SE - UA 5	Install structural steelwork components.	14
SE - UA 6	Work safely at height on steel structures.	8
SE - UA 7	Assemble bolted joints in structural steelwork.	8

#### OPTIONAL UNITS – if required

Ref. Number	Unit Title	Credit
SE - UA 8	Dismantle structural steelwork components.	11

# STEEL ERECTING

## 2.2 Unit summaries

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### Steel Erecting

#### Mandatory Units

##### **SE – UA 1: Contribute to effective working relationships in steel erection.**

This unit has been designed to assess competence in being able to:

- Establish and maintain productive working relationships.
- Deal with disagreements in an amicable and constructive way so that good relationships are maintained.
- Keep others informed about work plans or activities which affect them.
- Seek assistance from others in a polite and courteous way without causing undue disruption to normal work activities.
- Respond in a timely and positive way when others ask for help or information.

##### **SE – UA 2: Work safely and minimise risk in steel erection.**

This unit has been designed to assess competence in being able to:

- Work safely at all times, complying with health and safety and other relevant regulations and guidelines.
- Call for expert help in the event of contingencies occurring, using warning systems as appropriate.
- Take prompt and appropriate action to minimise risk of personal and third party injury as a first priority and then damage to property and equipment.
- Follow shutdown and evacuation procedures promptly and correctly.
- Deal safely with dangers that can be contained using appropriate equipment and materials, in accordance with organisational policy and procedures.

##### **SE – UA 3: Identify and deal with hazards and emergencies in steel erection.**

This unit has been designed to assess competence in being able to:

- Work safely at all times, complying with health and safety and other relevant regulations and guidelines.
- Recognise industrial processes, tools, equipment and materials that have the potential to cause harm.
- Check for hazards in the workplace in line with agreed and approved procedures.
- Identify any potential hazards and take appropriate action to minimise the risk from them.
- Report any hazards identified and any actions taken.

**SE – UA 4: Move structural steel sections under supervision.**

This unit has been designed to assess competence in being able to carry out slinging and signalling for the movement of loads.

**SE – UA 5: Install Structural Steelwork Components.**

This unit has been designed to assess competence in being able to erect structural steelwork components.

**SE – UA 6: Work safely at height on steel structures.**

This unit has been designed to assess competence in being able to work safely at height on steel structures.

**SE – UA 7: Assemble bolted joints in structural steelwork.**

This unit has been designed to assess competence in being able to assemble bolted joints in structural steelwork.

**Optional Units**

**SE – UA 8: Dismantle structural steelwork components.**

This unit has been designed to assess competence in being able to dismantle structural steelwork components.

# STEEL ERECTING

## 3. Steel Erecting QCF Units

ECITB SE – UA 1

Title	Contribute to effective working relationships in steel erection
Level	2
Credit value	3
Learning outcomes	Assessment criteria
The learner will: 1. Establish and maintain productive working relationships.	The learner can: 1.1 Develop working relationships with different people in the work environment such as: those for whom they are responsible, those to whom they are responsible, clients, colleagues, other tradespersons, suppliers, security/safety personnel.
2. Deal with disagreements in an amicable and constructive way so that effective relationships are maintained.	2.1 Accept the opinions of others in relation to work activities. 2.2 Review different points of view on work related matters in a positive and constructive way in order to maintain working relationships and productivity. 2.3 Apply mediation (in accordance with the individual's responsibilities) in the event of disagreements between third parties in order to maintain productive working relationships.
3. Keep others informed about work plans or activities which affect them.	3.1 Use appropriate types of communication (formal/informal, written, verbal) to clearly relay important information to others.
4. Seek assistance from others in a polite and courteous way without causing undue disruption to normal working activities.	4.1 Approach workplace colleagues / associates in an appropriate manner and at an appropriate time, in order to seek assistance on work related issues.
5. Respond in a timely and positive way when others ask for help or information.	5.1 Prioritise requests for help and information in relation to wider work activities. 5.2 Clarify requests for help and information to identify exactly what is required. 5.3 Ensure appropriate responses are provided within agreed timescales.
6. Understand the importance of creating and maintaining working relationships.	6.1 Describe the individual's responsibilities for creating and maintaining working relationships and explain why it is important to do so.
7. Understand problems affecting relationships.	7.1 Describe different problems that can affect relationships, and the actions that can be taken to deal with specific difficulties.
8. Understand lines of communication and responsibilities.	8.1 Explain the individual's responsibilities and the responsibilities of others within the work location. 8.2 Describe the lines of communication that exist within the individual's working environment and explain the agreed procedure for passing information.



Additional information	
Unit purpose and aim(s)*.	<p>This unit has been designed to assess learner competence in being able to:</p> <ul style="list-style-type: none"> <li>• Establish and maintain productive working relationships.</li> <li>• Deal with disagreements in an amicable and constructive way so that good relationships are maintained.</li> <li>• Keep others informed about work plans or activities which affect them.</li> <li>• Seek assistance from others in a polite and courteous way without causing undue disruption to normal work activities.</li> <li>• Respond in a timely and positive way when others ask for help or information.</li> </ul>
Unit expiry date*.	31/10/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	Derived from ECITB/ECRS 11.04 (CO 1).
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	<p>Assessment of this unit will be by occupationally competent assessors approved by an awarding body. They will gather sufficient evidence of competence from work-based activities on suitable industry sites. Such methods may include discussions with candidates, the use of witness testimony and the interview of witnesses as part of the assessment process.</p> <p>Competence at level 3 has to be demonstrated with:</p> <ol style="list-style-type: none"> <li>1. Groups of people with which relationships should be maintained.</li> <li>2. Methods of Communications.</li> </ol> <p>The assessment guidance found in the latest version of ECITB “<i>Assessment Strategy for Craft VQs at levels 2 and 3</i>” must be followed. No mandatory workplace observation is required for Assessment Criteria.</p> <p>Further guidance on this ECITB unit can be found on the <i>Unit Specific Summary Form</i>.</p>
Support for the unit from a SSC or other appropriate body (if required).	ECITB
Location of the unit within the subject/sector classification system.	<p><b>Second-tier sector/subject area</b></p> <p>4.1 Engineering.</p> <p><b>Sector/subject areas</b></p> <ol style="list-style-type: none"> <li>4. Engineering and manufacturing technologies.</li> <li>5. Construction, planning and the built environment.</li> </ol>
Name of the organisation submitting the unit.	ECITB
Availability for use*.	Shared
Unit available from.	01/11/2010
Unit guided learning hours.	15

\*This information must be provided

# STEEL ERECTING

## 3. Steel Erecting QCF Units

ECITB SE – UA 2

Title	Work safely and minimise risk in steel erection
Level	2
Credit value	4
Learning outcomes	Assessment criteria
The learner will: 1. Understand health and safety legislation, regulations and safe working practices and procedures.	The learner can: 1.1 Explain the requirements of health and safety legislation. 1.2 Explain the consequences for employers and employees of not fulfilling their legal health and safety responsibilities. 1.3 Explain the purpose and nature of risk assessments, method statements, and permit to work systems, and the relevance of local procedures and guidance notes. 1.4 Describe reporting lines and procedures.
2. Understanding personal site safety responsibilities.	2.1 Describe how to recognise health safety training needs, the procedure for requesting training and who to ask for help in understanding the work instructions. 2.2 Describe how to get information relating to the safe use of equipment and how to ensure the equipment is used safely. 2.3 Describe how to recognise when personal protective equipment should be used and how to select and use the correct equipment for the work to be undertaken. 2.4 Describe different types of vibration injuries and explain how they can be prevented. 2.5 Explain the importance of personal behaviour in maintaining workplace standards. 2.6 Describe the checks which are needed to make sure that portable electrical appliances are safe to use. 2.7 Describe what a safe system for electrical isolation should include and why low voltage is generally safer in relation to health and safety. 2.8 Describe the risks from over head cables and how to control them. 2.9 Describe what must be done when carrying hazardous substances in vehicles. 2.10 Describe where asbestos is likely to be found, what should be done if it is thought to have been found and how it is a risk to health.
3. Understand others site safety responsibility.	3.1 Explain who is responsible for ensuring that equipment is checked and safe to use. 3.2 Describe who is responsible and who must assess the health and safety of people working on a client's site. 3.3 Describe the legal rights and responsibilities of the appointed safety representatives and the powers of the regulatory inspectors.
4. Know first aid procedures.	4.1 Describe the first aid procedures that typically apply in the workplace. 4.2 Describe the aspects of first aid in the workplace that all personnel are expected to know.
5. Understand evacuation procedures.	5.1 Describe how to work safely in an excavation. 5.2 Explain procedures for shutdown and evacuation and state where procedures can be obtained.
6. Understand contingency reporting documentation and systems.	6.1 Describe the contingency reporting documentation and systems that are relevant to workplace activities.
7. Understand appropriate reporting lines and procedures.	7.1 Explain how to comply with the various reporting lines and procedures that apply in the working environment.

Additional information	
Unit purpose and aim(s)*.	<p>This unit has been designed to assess learner competence in being able to:</p> <ul style="list-style-type: none"> <li>• Work safely at all times, complying with health and safety and other relevant regulations and guidelines.</li> <li>• Call for expert help in the event of contingencies occurring, using warning systems as appropriate.</li> <li>• Take prompt and appropriate action to minimise risk of personal and third party injury as a first priority and then damage to property and equipment.</li> <li>• Follow shutdown and evacuation procedures promptly and correctly.</li> <li>• Deal safely with dangers that can be contained using appropriate equipment and materials, in accordance with organisational policy and procedures.</li> </ul> <p>In the context of this unit, responsibility is limited to working within an overall risk control strategy which has been developed by safety specialists and which includes detailed criteria for identifying risks together with clearly defined procedures for action which must be followed. In some cases, you may be expected to refer to others for final authorisations, even though you remain responsible for identifying and implementing decisions.</p>
Unit expiry date*.	31/10/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	Derived from ECITB/ECRS 10.06 (CO 2), ECITB (C0 4).
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	<p>Assessment of this unit will be by occupationally competent assessors approved by an awarding body. They will gather sufficient evidence of competence from discussions with candidates about work-based activities on suitable industry sites. Such methods may include discussions about product evidence and questioning.</p> <p>Competence at level 3 has to be demonstrated with:</p> <ol style="list-style-type: none"> <li>1. Level and extent of responsibility.</li> <li>2. Types of contingencies.</li> <li>3. Actions to be taken.</li> </ol> <p>The assessment guidance found in the latest version of ECITB “<i>Assessment Strategy for Craft VQs at levels 2 and 3</i>” must be followed. No mandatory workplace observation is required for Assessment Criteria.</p> <p>Further guidance on this ECITB unit can be found on the <i>Unit Specific Summary Form</i>.</p>
Support for the unit from a SSC or other appropriate body (if required).	ECITB
Location of the unit within the subject/sector classification system.	<p><b>Second-tier sector/subject area</b></p> <p>4.1 Engineering.</p> <p><b>Sector/subject areas</b></p> <p>4. Engineering and manufacturing technologies.</p> <p>5. Construction, planning and the built environment.</p>
Name of the organisation submitting the unit.	ECITB
Availability for use*.	Shared
Unit available from.	01/11/2010
Unit guided learning hours.	20

\*This information must be provided

# STEEL ERECTING

## 3. Steel Erecting QCF Units

ECITB SE – UA 3

Title	Identify and deal with hazards and emergencies in steel erection
Level	3
Credit value	3
Learning outcomes	Assessment criteria
The learner will: 1. Recognise industrial processes, tools, equipment and materials that have the potential to cause harm.	The learner can: 1.1 Identify different hazardous processes, tools, equipment and materials which exist in the work environment. 1.2 Identify hazardous industrial processes associated with particular working environments.
2. Check for and identify potential hazards in the workplace in line with agreed and approved procedures.	2.1 Safely check for potential hazards in accordance with agreed and approved procedures. 2.2 Identify potential hazards in the workplace and report in accordance with approved procedures. 2.3 Minimise potential hazards using the criteria and procedures specified in the risk control strategy.
3. Take appropriate action to minimise the risk from hazards and emergencies.	3.1 Take appropriate action upon identification of a hazard or emergency. 3.2 Call for expert help using warning systems as appropriate. 3.3 Follow shut down and evacuation procedures promptly and correctly. 3.4 Deal safely with hazards and emergencies in accordance with organisational policy and procedures. 3.5 Report in accordance with the overall risk control strategy.
4. Understand health and safety legislation, regulations and safe working practices and procedures.	4.1 Explain the requirements of health and safety legislation. 4.2 Explain the purpose and nature of risk assessments, method statements and permit to work systems, and the relevance of local procedures and guidance notes. 4.3 Describe reporting lines and procedures.
5. Understand hazard spotting and safety assessment methods and techniques.	5.1 State where information on hazard spotting and safety assessment methods and techniques can be found. 5.2 Describe the hazard spotting and safety assessment methods and techniques, which apply in the work location.
6. Understand types of hazards involving processes, tools, equipment and materials.	6.1 Describe common types of hazard associated with processes, tools, equipment and materials. 6.2 State what the individuals' responsibilities are in terms of dealing with and notifying others of hazards.
7. Understand effects of hazards on persons, property and the environment.	7.1 Describe the effects of hazards on persons, property and the environment.
8. Understand actions to minimise risk from hazards.	8.1 Describe the types of actions required to deal with and minimise the risks from different hazards.

Additional information	
Unit purpose and aim(s)*.	<p>This unit has been designed to assess learner competence in being able to:</p> <ul style="list-style-type: none"> <li>• Work safely at all times, complying with health and safety and other relevant regulations and guidelines.</li> <li>• Recognise industrial processes, tools, equipment and materials that have the potential to cause harm.</li> <li>• Check for hazards in the workplace in line with agreed and approved procedures.</li> <li>• Identify any potential hazards and take appropriate action to minimise the risk from them.</li> <li>• Report any hazards identified and any actions taken.</li> </ul> <p>In the context of this unit, responsibility is limited to working within an overall risk control strategy which has been developed by safety specialists and which includes detailed criteria for identifying risks together with clearly defined procedures for action which must be followed. In some cases, you may be expected to refer to others for final authorisations, even though you remain responsible for identifying and implementing decisions.</p>
Unit expiry date*.	31/10/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	Derived from ECITB/ECRS 10.04 (CO 3).
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	<p>Assessment of this unit will be by occupationally competent assessors approved by an awarding body. They will gather sufficient evidence of competence from work-based activities on suitable industry sites by discussions with candidates. Such methods may include discussions about product evidence and questioning.</p> <p>Competence at level 3 has to be demonstrated with:</p> <ol style="list-style-type: none"> <li>1. Level and extent of responsibility.</li> <li>2. Type of hazards and risks arising.</li> <li>3. Hazard checking methods to be used.</li> <li>4. The type of workplace and environment.</li> <li>5. Type of action to be taken.</li> </ol> <p>The assessment guidance found in the latest version of ECITB “<i>Assessment Strategy for Craft VQs at levels 2 and 3</i>” must be followed. No mandatory workplace observation is required for Assessment Criteria.</p> <p>Further guidance on this ECITB unit can be found on the <i>Unit Specific Summary Form</i>.</p>
Support for the unit from a SSC or other appropriate body (if required).	ECITB
Location of the unit within the subject/sector classification system.	<p><b>Second-tier sector/subject area</b></p> <p>4.1 Engineering.</p> <p><b>Sector/subject areas</b></p> <ol style="list-style-type: none"> <li>4. Engineering and manufacturing technologies.</li> <li>5. Construction, planning and the built environment.</li> </ol>
Name of the organisation submitting the unit.	ECITB
Availability for use*.	Shared
Unit available from.	01/11/2010
Unit guided learning hours.	30

\*This information must be provided

# STEEL ERECTING

## 3. Steel Erecting QCF Units

ECITB SE – UA 4

Title	Move structural steel sections under supervision
Level	2
Credit value	8
Learning outcomes	Assessment criteria
The learner will: 1. Work Safely at all times.	The learner can: 1.1 Identify a range of hazards. 1.2 Take appropriate action to minimise the risk from hazards. 1.3 Refer safety related matters to appropriate persons as required. 1.4 Work in accordance with relevant sections of the Health and Safety at Work Act and its associated regulations. 1.5 Work in accordance with the requirements of risk assessments, permit to work systems.
2. Prepare work area, materials and equipment to carry out the movement structural steel sections.	2.1 Ensure that the work environment, equipment, construction elements and materials are suitable for the work activities to be undertaken. 2.2 Ensure that all necessary service supplies are connected correctly and ready for use. 2.3 Ensure the work area and materials are prepared to the required standards for the engineering activity to be completed. 2.4 Select, obtain and prepare the appropriate tools and equipment and check they are in a safe and usable condition. 2.5 Agree and confirm load movement procedures and method of signalling and communication with relevant personnel. 2.6 Report completion of preparations in line with organisational procedures. 2.7 Deal promptly and effectively with problems and report those that cannot be solved.
3. Carry out the movement of structural steel sections under supervision.	3.1 Select the appropriate slinging technique suitable for the characteristics of the loads, the intended lift and approved procedures and practices under supervision. 3.2 Identify and clarify difficulties in carrying out the slinging and movement of loads with the appropriate person. 3.3 Attach lifting equipment in accordance with the chosen slinging technique. 3.4 Confirm the slung load support and balance is satisfactory and the load is secure prior to movement. 3.5 Use agreed communication system to accurately direct movement of load destination under supervision. 3.6 Monitor the stability of the load throughout movement. 3.7 Ensure the load is positioned, set down, secured before the lifting equipment is relaxed and removed. 3.8 Deal promptly and effectively with problems and report those that cannot be solved.
4. Carry out the necessary actions after the movement of structural steel sections.	4.1 Reinstall the work area to a safe condition and correctly dispose of waste materials. 4.2 Store re-usable materials and equipment in accordance with appropriate procedures. 4.3 Complete all necessary documentation.
5. Understand Health and safety legislation, regulations and safe working practices and procedures.	5.1 Explain the requirements of health and safety legislation. 5.2 Explain the purpose and nature of risk assessments, method statements, and permit to work systems, and the relevance of local procedures and guidance notes. 5.3 Hazards and conditions that affect the lifting activity. 5.4 Describe reporting lines and procedures.
6. Understand the work area, material and equipment preparation and restoration requirements for the movement of structural steel sections.	6.1 Describe work area, material and equipment preparation and restoration requirements and methods. 6.2 Explain the consequences of incorrectly preparing or restoring the work areas, material and equipment. 6.3 Describe the types of equipment, construction elements used and explain the care and control procedures. 6.4 Describe types of lifting equipment in relation to structural steel sections. 6.5 Describe lifting gear capabilities.

## ECITB SE – UA 4 continued

6.	6.6 Describe types of defects and faults and discard criteria for lifting equipment. 6.7 Describe coding and identification systems for lifting equipment. 6.8 Explain material handling techniques and preparation methods.
7. Understand the tools, terminology, techniques and practices for the movement of structural steel sections.	7.1 Describe how to interpret the instructions for the movement of structural steel sections. 7.2 Describe relevant personnel involved with the activity and methods used for signalling and communication. 7.3 Describe methods for slinging in relation to safe working loads and angles of lift. 7.4 Describe procedures and practices for slinging and signalling for the movement of structural steel sections.

Additional information	
Unit purpose and aim(s)*.	This unit has been designed to assess learner competence in being able to carry out slinging and signalling for the movement of loads.
Unit expiry date*.	31/10/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	Derived from SO4 (CITB SP&MO PR7).
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	<p>Assessment of this unit will be by occupationally competent assessors approved by an awarding body. They will gather sufficient evidence of competence either from work-based activities on suitable engineering construction industry sites or from simulated activities approved by the awarding organisation.</p> <p>The loads are to be standard loads and non complex simple moves and routine lifts.</p> <p>Competence at level 3 has to be demonstrated with:</p> <ol style="list-style-type: none"> <li>1. Relevant information.</li> <li>2. Slinging equipment.</li> <li>3. Approved procedures.</li> <li>4. Relevant personnel.</li> <li>5. Method of signalling.</li> </ol> <p>The assessment guidance found in the latest version of ECITB “<i>Assessment Strategy for Craft VQs at levels 2 and 3</i>” must be followed. However mandatory workplace observation is required for Assessment Criteria 2.4, 2.5, 3.1, 3.3, 3.4, 3.5, 3.6 and 3.7.</p> <p>Further guidance on this ECITB unit can be found on the <i>Unit Specific Summary Form</i>.</p>
Support for the unit from a SSC or other appropriate body (if required).	ECITB
Location of the unit within the subject/sector classification system.	<p><b>Second-tier sector/subject area</b></p> <p>4.1 Engineering.</p> <p><b>Sector/subject areas</b></p> <p>4. Engineering and manufacturing technologies.</p> <p>5. Construction, planning and the built environment.</p>
Name of the organisation submitting the unit.	ECITB
Availability for use*.	Shared
Unit available from.	01/11/2010
Unit guided learning hours.	40

\*This information must be provided



# STEEL ERECTING

## 3. Steel Erecting QCF Units

ECITB SE – UA 5

Title	Install Structural Steelwork Components
Level	2
Credit value	14
Learning outcomes	Assessment criteria
The learner will: 1. Work Safely at all times.	The learner can: 1.1 Identify a range of hazards. 1.2 Take appropriate action to minimise the risk from hazards. 1.3 Refer safety related matters to appropriate persons as required. 1.4 Work in accordance with relevant sections of the Health and Safety at Work Act and its associated regulations. 1.5 Work in accordance with the requirements of risk assessments, permit to work systems.
2. Prepare work area, materials and equipment to erect structural steelwork components.	2.1 Ensure that the work environment, equipment, construction elements and materials are suitable for the work activities to be undertaken. 2.2 Ensure that all necessary service supplies are connected correctly and ready for use. 2.3 Ensure the work area is prepared to the required standards for the engineering activity to be completed. 2.4 Obtain and prepare the appropriate tools, equipment and constructional element and check they are in a safe and usable condition. 2.5 Report completion of preparations in line with organisational procedures. 2.6 Deal promptly and effectively with problems and report those that cannot be solved.
3. Erect structural steelwork components.	3.1 Determine what has to be done and how this will be achieved. 3.2 Secure the construction elements in line with the specification. 3.3 Securely fix any necessary temporary support facilities. 3.4 Take appropriate measures to protect the finished construction. 3.5 Check that the installation is complete and that all components are free from damage. 3.6 Deal promptly and effectively with problems and report those that cannot be solved.
4. Carry out the necessary actions after completion of the erection of structural steelwork components.	4.1 Reinstate the work area to a safe condition and correctly dispose of waste materials. 4.2 Store re-usable materials and equipment in accordance with appropriate procedures. 4.3 Complete all necessary documentation.
5. Understand Health and safety legislation, regulations and safe working practices and procedures.	5.1 Explain the requirements of health and safety legislation. 5.2 Explain the purpose and nature of risk assessments, method statements, and permit to work systems, and the relevance of local procedures and guidance notes. 5.3 Describe reporting lines and procedures.
6. Understand the work area, material and equipment preparation and restoration requirements for the erection of structural steelwork components.	6.1 Describe work area, material and equipment preparation and restoration requirements and methods. 6.2 Explain the consequences of incorrectly preparing or restoring the work areas, material and equipment. 6.3 Describe the types of equipment, construction elements used and explain the care and control procedures. 6.4 Explain material handling techniques and preparation methods.
7. Understand the tools, terminology, techniques and practices for the erection of structural steelwork components.	7.1 Describe construction component installation methods and techniques. 7.2 Explain methods of providing temporary support during installation. 7.3 Explain the tools and methods used for checking.



Additional information	
Unit purpose and aim(s)*.	This unit has been designed to assess learner competence in being able to erect structural steelwork components.
Unit expiry date*.	31/10/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	Derived from SO5 (Metskill/ECITB E4/ECS 4.05).
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	<p>Assessment of this unit will be by occupationally competent assessors approved by an awarding body. They will gather sufficient evidence of competence either from work-based activities on suitable engineering construction industry sites or from simulated activities approved by the awarding organisation.</p> <p>Competence at level 3 has to be demonstrated with:</p> <ol style="list-style-type: none"> <li>1. Level and extent of responsibility.</li> <li>2. Type of construction elements to be installed.</li> <li>3. Work context and working environment.</li> <li>4. Installation techniques and procedures to be followed.</li> </ol> <p>The assessment guidance found in the latest version of ECITB “<i>Assessment Strategy for Craft VQs at levels 2 and 3</i>” must be followed. However mandatory workplace observation is required for Assessment Criteria: 2.3, 2.4, 3.1, 3.2, 3.3 and 3.5.</p> <p>Further guidance on this ECITB unit can be found on the <i>Unit Specific Summary Form</i>.</p>
Support for the unit from a SSC or other appropriate body (if required).	ECITB
Location of the unit within the subject/sector classification system.	<p><b>Second-tier sector/subject area</b></p> <p>4.1 Engineering.</p> <p><b>Sector/subject areas</b></p> <ol style="list-style-type: none"> <li>4. Engineering and manufacturing technologies.</li> <li>5. Construction, planning and the built environment.</li> </ol>
Name of the organisation submitting the unit.	ECITB
Availability for use*.	Shared
Unit available from.	01/11/2010
Unit guided learning hours.	40

\*This information must be provided

\*This information must be provided

# STEEL ERECTING

## 3. Steel Erecting QCF Units

ECITB SE - UA 6

Title	Work safely at height on steel structures
Level	2
Credit value	8
Learning outcomes	Assessment criteria
The learner will: 1. Work Safely at all times.	The learner can: 1.1 Identify a range of hazards. 1.2 Take appropriate action to minimise the risk from hazards. 1.3 Refer safety related matters to appropriate persons as required. 1.4 Work in accordance with relevant sections of the Health and Safety at Work Act and its associated regulations. 1.5 Work in accordance with the requirements of risk assessments, permit to work systems.
2. Prepare work area, materials and equipment to work safely at height on steel structures.	2.1 Ensure that the work environment, equipment, and materials are suitable for the work activities to be undertaken. 2.2 Ensure that where appropriate identify and implement site exclusion zones. 2.3 Ensure that work access is suitable and allows the work to be carried out safely. 2.4 Ensure that all necessary service supplies are connected correctly and ready for use. 2.5 Ensure the work area and materials are prepared to the required standards for the engineering activity to be completed. 2.6 Obtain and prepare the appropriate tools and equipment and check they are in a safe and usable condition. 2.7 Report completion of preparations in line with organisational procedures. 2.8 Ensure the communication channels are selected and established which are suitable for the work to be undertaken. 2.9 Deal promptly and effectively with problems and report those that cannot be solved.
3. Work safely at height on steel structures.	3.1 Ensure that access is gained in accordance with laid down procedures. 3.2 Monitor the site to ensure the access method continues to allow you to work safely. 3.3 Implement appropriate safety systems and procedures to minimise the risk of injury to personnel or assets should the lifting or support fail. 3.4 Ensure lifting and working at height is only carried out when environmental and weather conditions are suitable. 3.5 Take appropriate action where deployment of access equipment cannot be executed safely. 3.6 Deal promptly and effectively with problems and report those that cannot be solved.
4. Carry out the necessary actions after completing working safely at height on steel structures.	4.1 Reinstate the work area to a safe condition and correctly dispose of waste materials. 4.2 Store re-usable materials and equipment in accordance with appropriate procedures. 4.3 Complete all necessary documentation.
5. Understand Health and safety legislation, regulations and safe working practices and procedures.	5.1 Explain the requirements of health and safety legislation. 5.2 Explain the purpose and nature of risk assessments, method statements, and permit to work systems, and the relevance of local procedures and guidance notes. 5.3 Describe reporting lines and procedures.
6. Understand the work area, material and equipment preparation and restoration requirements for working safely at height on steel structures.	6.1 Describe work area, material and equipment preparation and restoration requirements and methods. 6.2 Explain the consequences of incorrectly preparing or restoring the work areas, material and equipment. 6.3 Describe the types of equipment, construction element, materials and consumables used and explain the care and control procedures. 6.4 Explain material handling techniques and preparation methods.

## ECITB SE - UA 6 continued

7. Understand the tools, equipment, terminology, techniques and practices for working safely at height on steel structures.	7.1 Describe access and egress requirements for working at height. 7.2 Describe how to select and use types of fall arrest equipment.
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Additional information	
Unit purpose and aim(s)*.	This unit has been designed to assess learner competence in being able to work safely at height on steel structures.
Unit expiry date*.	31/10/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	Derived from SO8.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	<p>Assessment of this unit will be by occupationally competent assessors approved by an awarding body. They will gather sufficient evidence of competence either from work-based activities on suitable engineering construction industry sites or from simulated activities approved by the awarding organisation.</p> <p>Competence at level 3 has to be demonstrated with:</p> <ol style="list-style-type: none"> <li>1. Access methods and equipment.</li> <li>2. Safety equipment.</li> <li>3. Actions to be taken.</li> <li>4. Environmental monitoring.</li> <li>5. Communication.</li> </ol> <p>The assessment guidance found in the latest version of ECITB “<i>Assessment Strategy for Craft VQs at levels 2 and 3</i>” must be followed. However mandatory workplace observation is required for Assessment Criteria: 2.4, 2.5, 3.1, 3.2, 3.3, 3.4 and 3.5.</p> <p>Further guidance on this ECITB unit can be found on the <i>Unit Specific Summary Form</i>.</p>
Support for the unit from a SSC or other appropriate body (if required).	ECITB
Location of the unit within the subject/sector classification system.	<p><b>Second-tier sector/subject area</b></p> <p>4.1 Engineering.</p> <p><b>Sector/subject areas</b></p> <p>4. Engineering and manufacturing technologies.</p> <p>5. Construction, planning and the built environment.</p>
Name of the organisation submitting the unit.	ECITB
Availability for use*.	Shared
Unit available from.	01/11/2010
Unit guided learning hours.	40

\*This information must be provided

\*This information must be provided

# STEEL ERECTING

## 3. Steel Erecting QCF Units

ECITB SE – UA 7

Title	Assemble bolted joints in structural steelwork
Level	2
Credit value	8
Learning outcomes	Assessment criteria
The learner will: 1. Work Safely at all times.	The learner can: 1.1 Identify a range of hazards. 1.2 Take appropriate action to minimise the risk from hazards. 1.3 Refer safety related matters to appropriate persons as required. 1.4 Work in accordance with relevant sections of the Health and Safety at Work Act and its associated regulations. 1.5 Work in accordance with the requirements of risk assessments, permit to work systems.
2. Prepare work area, materials and equipment to assemble bolted joints in structural steelwork.	2.1 Ensure that the work environment, equipment and materials are suitable for the work activities to be undertaken. 2.2 Ensure that all necessary service supplies are connected correctly and ready for use. 2.3 Ensure the work area and materials are prepared to the required standards for the engineering activity to be completed. 2.4 Obtain and prepare the appropriate tools and equipment and check they are in a safe and usable condition. 2.5 Report completion of preparations in line with organisational procedures. 2.6 Deal promptly and effectively with problems and report those that cannot be solved.
3. Assemble bolted joints in structural steelwork.	3.1 Follow the relevant instructions, assembly drawings and specifications. 3.2 Assemble the components in the correct positions in line with appropriate methods and techniques. 3.3 Secure the components using the specified connectors and securing devices. 3.4 Check the completed assembly to ensure all operations are completed and the finished assembly meets the specification. 3.5 Deal promptly and effectively with problems and report those that cannot be solved.
4. Carry out the necessary actions after completing assembling bolted joints in structural steelwork.	4.1 Reinstall the work area to a safe condition and correctly dispose of waste materials. 4.2 Store re-usable materials and equipment in accordance with appropriate procedures. 4.3 Complete all necessary documentation.
5. Understand Health and safety legislation, regulations and safe working practices and procedures.	5.1 Explain the requirements of health and safety legislation. 5.2 Explain the purpose and nature of risk assessments, method statements, and permit to work systems, and the relevance of local procedures and guidance notes. 5.3 Describe reporting lines and procedures. 5.4 Describe the hazards and risks associated with the use of powered access equipment.
6. Understand the work area, material and equipment preparation and restoration requirements for assembling bolted joints in structural steelwork.	6.1 Describe work area, material and equipment preparation and restoration requirements and methods. 6.2 Explain the consequences of incorrectly preparing or restoring the work areas, material and equipment. 6.3 Describe the types of equipment, materials and consumables used and explain the care and control procedures. 6.4 Describe the conditions for positioning, setting up and using selected power access equipment. 6.5 Explain equipment handling techniques and procedures.
7. Understand the tools, terminology, techniques and practices for assembling bolted joints in structural steelwork.	7.1 Explain the principles, uses and conventions of engineering drawings, and related specifications. 7.2 Describe assembly methods and techniques. 7.3 Describe how to identify defects in products and assets. 7.4 Describe compliance checking methods and techniques. 7.5 Describe quality control procedures and recognition of assembly defects.

Additional information	
Unit purpose and aim(s)*.	This unit has been designed to assess learner competence in being able to assemble bolted joints in structural steelwork.
Unit expiry date*.	31/10/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	Derived from SO12 (MetSkill/ECITB MPS Mech 10/ECS 3.12).
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	<p>Assessment of this unit will be by occupationally competent assessors approved by an awarding body. They will gather sufficient evidence of competence either from work-based activities on suitable engineering construction industry sites or from simulated activities approved by the awarding organisation.</p> <p>Competence at level 3 has to be demonstrated with:</p> <ol style="list-style-type: none"> <li>1. Level and extent of responsibility.</li> <li>2. Type and complexity of assembly to be produced.</li> <li>3. Assembly methods and techniques to be used.</li> <li>4. Type of components used.</li> <li>5. Quality standards and accuracy to be achieved.</li> </ol> <p>The assessment guidance found in the latest version of ECITB “<i>Assessment Strategy for Craft VQs at levels 2 and 3</i>” must be followed. However mandatory workplace observation is required for Assessment Criteria; 2.4, 3.1, 3.2, 3.3 and 3.4.</p> <p>Further guidance on this ECITB unit can be found on the <i>Unit Specific Summary Form</i>.</p>
Support for the unit from a SSC or other appropriate body (if required).	ECITB
Location of the unit within the subject/sector classification system.	<p><b>Second-tier sector/subject area</b></p> <p>4.1 Engineering.</p> <p><b>Sector/subject areas</b></p> <ol style="list-style-type: none"> <li>4. Engineering and manufacturing technologies.</li> <li>5. Construction, planning and the built environment.</li> </ol>
Name of the organisation submitting the unit.	ECITB
Availability for use*.	Shared
Unit available from.	01/11/2010
Unit guided learning hours.	20

\*This information must be provided

\*This information must be provided

# STEEL ERECTING

## 3. Steel Erecting QCF Units

ECITB SE – UA 8

Title	Dismantle structural steelwork components
Level	2
Credit value	11
Learning outcomes	Assessment criteria
The learner will: 1. Work Safely at all times.	The learner can: 1.1 Identify a range of hazards. 1.2 Take appropriate action to minimise the risk from hazards. 1.3 Refer safety related matters to appropriate persons as required. 1.4 Work in accordance with relevant sections of the Health and Safety at Work Act and its associated regulations. 1.5 Work in accordance with the requirements of risk assessments, permit to work systems.
2. Prepare work area, materials and equipment to dismantle structural steelwork components.	2.1 Ensure that the work environment, equipment and materials are suitable for the work activities to be undertaken. 2.2 Ensure that all necessary service supplies are connected correctly and ready for use. 2.3 Ensure the work area and materials are prepared to the required standards for the dismantling activity to be completed. 2.4 Obtain and prepare the appropriate tools and equipment and check they are in a safe and usable condition. 2.5 Report completion of preparations in line with organisational procedures. 2.6 Deal promptly and effectively with problems and report those that cannot be solved.
3. Dismantle structural steelwork components.	3.1 Establish and where necessary support components before removal of securing devices. 3.2 Remove the structural steelwork components in the correct sequence using approved equipment, methods and techniques. 3.3 Identify any damage or defects in any re-useable elements and store them for re-use in an appropriate location. 3.4 Inform the appropriate people when activities are complete. 3.6 Deal promptly and effectively with problems and report those that cannot be solved.
4. Carry out the necessary actions after completing dismantling structural steelwork components.	4.1 Reinstatement the work area to a safe condition and correctly dispose of waste elements. 4.2 Store re-usable materials and equipment in accordance with appropriate procedures. 4.3 Complete all necessary documentation.
5. Understand Health and safety legislation, regulations and safe working practices and procedures.	5.1 Explain the requirements of health and safety legislation. 5.2 Explain the purpose and nature of risk assessments, method statements, and permit to work systems, and the relevance of local procedures and guidance notes. 5.3 Describe reporting lines and procedures. 5.4 Describe the hazards and risks associated with the use of powered access equipment.
6. Understand the work area, material and equipment preparation and restoration requirements for dismantling structural steelwork components.	6.1 Describe work area, material and equipment preparation and restoration requirements and methods. 6.2 Explain the consequences of incorrectly preparing or restoring the work areas, material and equipment. 6.3 Describe the types of equipment, components, materials and consumables used and explain the care and control procedures. 6.4 Explain equipment handling techniques and procedures.
7. Understand the tools, terminology, techniques and practices for dismantling structural steelwork components.	7.1 Describe the types of application of construction components. 7.2 Describe construction component dismantling methods and techniques. 7.3 Describe methods and techniques for providing temporary support during dismantling. 7.4 Describe reporting lines and procedures.

Additional information	
Unit purpose and aim(s)*.	This unit has been designed to assess learner competence in being able to dismantle structural steelwork components.
Unit expiry date*.	31/10/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	Derived from SO14 (MetSkill/ECITB E5/ECS 4.06).
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	<p>Assessment of this unit will be by occupationally competent assessors approved by an awarding body. They will gather sufficient evidence of competence either from work-based activities on suitable engineering construction industry sites or from simulated activities approved by the awarding organisation.</p> <p>Competence at level 3 has to be demonstrated with:</p> <ol style="list-style-type: none"> <li>1. Level and extent of responsibility</li> <li>2. Work context and working environment.</li> <li>3. Type of construction elements to be dismantled.</li> <li>4. Dismantling techniques and procedures to be followed.</li> </ol> <p>The assessment guidance found in the latest version of ECITB “<i>Assessment Strategy for Craft VQs at levels 2 and 3</i>” must be followed. However mandatory workplace observation is required for Assessment Criteria; 2.4, 3.1, 3.2, 3.3 and 3.4.</p> <p>Further guidance on this ECITB unit can be found on the <i>Unit Specific Summary Form</i>.</p>
Support for the unit from a SSC or other appropriate body (if required).	ECITB
Location of the unit within the subject/sector classification system.	<p><b>Second-tier sector/subject area</b></p> <p>4.1 Engineering.</p> <p><b>Sector/subject areas</b></p> <ol style="list-style-type: none"> <li>4. Engineering and manufacturing technologies.</li> <li>5. Construction, planning and the built environment.</li> </ol>
Name of the organisation submitting the unit.	ECITB
Availability for use*.	Shared
Unit available from.	01/11/2010
Unit guided learning hours.	30

\*This information must be provided

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