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Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (QCF)

Specification

Pearson Edexcel NVQ/competence-based qualifications (QCF)

First registration June 2013

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Publications Code N035201

Contents

Qualification title covered by this specification

This specification provides the information you need to offer the Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (QCF):

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (QCF)	600/9374/2	21/05/2013

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. The title will also appear on the Learning Aim Reference Application (LARA), where relevant.

You should use the QN when you seek public funding for your learners. Each unit in a qualification will also have a QCF unit reference number, which is stated in each unit.

The QCF qualification title and unit reference numbers will appear on learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

This title replaces the following qualifications from 1 June 2013:

Qualification title	Qualification Accreditation Number (QN)	Accreditation start date
Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (QCF)	600/4054/3	18/11/2011

Key features of the Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (QCF)

This qualification:

- is nationally recognised
- is based on the ConstructionSkills National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned by Construction Skills.

The Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (QCF) has been approved as a component for the Intermediate Apprenticeship in Construction Specialist.

What is the purpose of this qualification?

This qualification is appropriate for employees in the construction and the built environment sector working across a broad range of areas. It is designed to assess occupational competence in the workplace where learners are required to demonstrate skills and knowledge to a level required in the construction industry.

Who is this qualification for?

This qualification is for learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification
- be offered to learners who have been recruited with integrity by the centre.

What are the benefits of this qualification to the learner and employer?

This qualification allows learners to demonstrate competence against National Occupational Standards which are based on the needs of the Construction industry as defined by ConstructionSkills, the Sector Skills Council. As such it contributes to the development of skilled labour in the sector. The qualification may contribute towards the competence element of an Apprenticeship.

What is the potential job role for those working towards this qualification?

- Construction Operative

What progression opportunities are available to learners who achieve this qualification?

This qualification allows learners to demonstrate competence in interior systems at a level required by the construction and the built environment industry. Learners can progress across the level and size of the construction and the built environment competence and knowledge qualifications and into other occupational areas such as team leading and management.

Further information is available in *Annexe A*.

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (QCF)?

Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

This qualification accreditation number provides pathways to the following qualifications. Learners must choose one pathway.

Pathway 1 – Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (QCF) – Partitioning

To achieve this qualification, learners must complete 40 credits including 10 credits from the mandatory units in Group M and 30 credits from the mandatory units in Group A.

Pathway 2 – Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (QCF) – Dry Lining Fixing

To achieve this qualification, learners must complete 40 credits including 10 credits from the mandatory units in Group M and 30 credits from the mandatory units in Group B.

Pathway 3 – Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (QCF) – Access Flooring

To achieve this qualification, learners must complete 42 credits including 10 credits from the mandatory units in Group M and 32 credits from the mandatory units in Group C.

Pathway 4 – Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (QCF) – Interior Fixer and Sheeter

To achieve this qualification, learners must complete 71 credits including 10 credits from the mandatory units in Group M and 61 credits from the mandatory units in Group D.

Pathway 5 – Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (QCF) – Protective Component

To achieve this qualification, learners must complete 38 credits including 10 credits from the mandatory units in Group M and 28 credits from the mandatory units in Group E.

Pathway 6 – Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (QCF) – Acoustic Floor Installation

To achieve this qualification, learners must complete 37 credits including 10 credits from the mandatory units in Group M and 27 credits from the mandatory units in Group F.

Qualification structure

Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (QCF)					
M – Mandatory units for <u>all</u> pathways (credit value 10)					
Unit No.	**Unit reference number**	**M - Mandatory units**	**Credit**	**Level**	**GLH**
1	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	2	1	7
2	J/503/1169	Conforming to Productive Working Practices in the Workplace	3	2	10
3	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17

Pathways

Pathway 1 – Partitioning					
Group A. Mandatory units for Partitioning (credit value 30)					
Unit No.	**Unit reference number**	**A - Mandatory units**	**Credit**	**Level**	**GLH**
4	L/600/7031	Installing Proprietary Partition Systems in the Workplace	14	2	47
5	H/600/7035	Removing and Relocating Proprietary Partition Systems in the Workplace	16	2	53

Pathway 2 – Dry Lining Fixing					
Group B. Mandatory units for Dry Lining Fixing (credit value 30)					
Unit No.	**Unit reference number**	**B - Mandatory units**	**Credit**	**Level**	**GLH**
6	F/600/7088	Installing Dry Lining Partition Systems in the Workplace	15	2	50
7	J/600/7092	Installing Dry Linings and Encasements in the Workplace	15	2	50

Pathway 3 – Access flooring					
Group C. Mandatory units for Access Flooring (credit value 32)					
Unit No.	**Unit reference number**	**C - Mandatory units**	**Credit**	**Level**	**GLH**
8	M/600/7099	Installing Raised Access Flooring Systems in the Workplace	15	2	50
9	H/600/7102	Removing and Relocating Raised Access Flooring Systems in the Workplace	17	2	57

Pathway 4 – Interior Fixer and Sheeter					
Group D. Mandatory units for Interior Fixer and Sheeter (credit value 61)					
Unit No.	**Unit reference number**	**D - Mandatory units**	**Credit**	**Level**	**GLH**
10	K/503/3402	Installing First Fixing Components in the Workplace	18	2	60
11	F/600/7107	Setting Up and Using Circular Saws in the Workplace	13	2	43
6	F/600/7088	Installing Dry Lining Partition Systems in the Workplace	15	2	50
7	J/600/7092	Installing Dry Linings and Encasements in the Workplace	15	2	50

Pathway 5 – Protective Component Installation					
Group E. Mandatory units for Protective Component Installation (credit value 28)					
Unit No.	**Unit reference number**	**E - Mandatory units**	**Credit**	**Level**	**GLH**
12	T/503/9560	Establishing Work Area Protection and Safety in the Workplace	10	2	33
13	F/503/0120	Installing Protective Components in the Workplace	18	2	60

Pathway 6 –Acoustic Floor Installation					
Group F. Mandatory units for Acoustic Floor Installation (credit value 37)					
Unit No.	**Unit reference number**	**F - Mandatory units**	**Credit**	**Level**	**GLH**
12	T/503/9560	Establishing Work Area Protection and Safety in the Workplace	10	2	33
14	J/503/0121	Installing Acoustic Flooring in the Workplace	17	2	57

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. To achieve a pass for the full qualification, a learner must achieve all the required units within the specified qualification structure.

To pass a unit a learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector.

Assessment requirements/strategy

The assessment requirements/strategy for this qualification has been included in *Annexe D*. They have been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- the requirements for assessment in the workplace and the circumstances where simulation is permitted
- the criteria for defining a realistic working environment, where it is permitted
- the roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Learners may provide evidence of occupational competence from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable and valid evidence for assessment, internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence provided to satisfy the unit and learning outcomes' assessment criteria is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard specified by the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to cross-reference their evidence to the relevant assessment criteria.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on our website www.edexcel.com. Alternatively, centres can develop their own recording documents.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson Edexcel accredited qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications. New centres must complete a centre recognition and approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval and which have a history of good external quality assurance outcomes are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. If centres do not comply with the agreement, Edexcel will act to protect the integrity of the awarding of qualifications. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required?

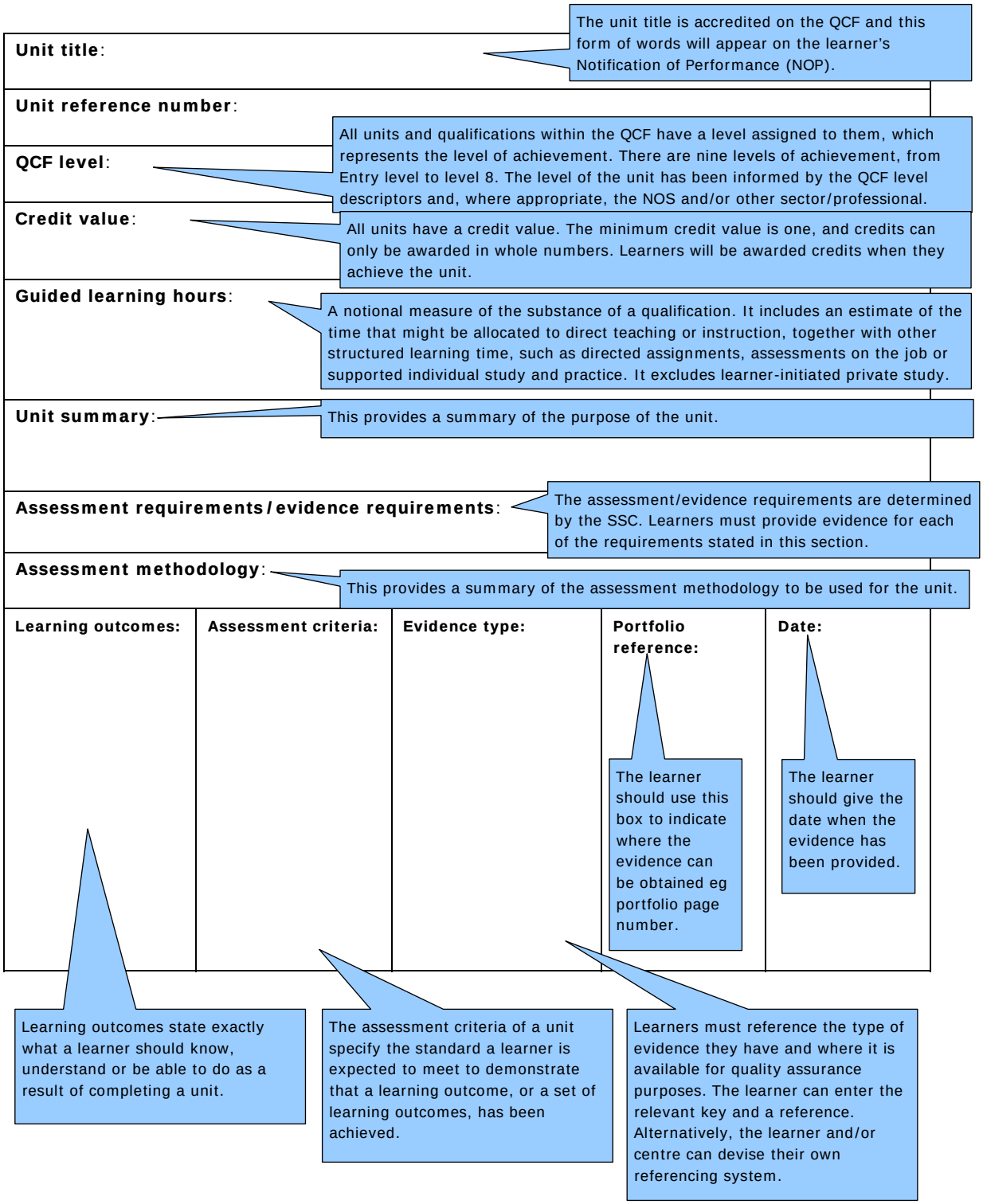
Each qualification is designed to support learners working in the construction and the built environment sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and they must be of industry standard. The centre and staff involved in the delivery of a qualification must take health and safety requirements into account.

Where provision is made by the Sector Skills Council or Standards Setting Body for assessment to be undertaken in a Realistic Working Environment (RWE), the RWE must provide the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

Centres must meet any specific resource requirements given in *Annexe D: Assessment requirements/strategy*. Staff assessing learners must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.



Units

Unit 1: Conforming to General Health, Safety and Welfare in the Workplace

Unit reference number: A/503/1170

QCF level: 1

Credit value: 2

Guided learning hours: 7

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to general health, safety and welfare in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills make provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment 1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area 1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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 procedure – consultation and feedback 3.7 State the appropriate types of fire extinguishers relevant to the work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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 reporting – 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 2: Conforming to Productive Working Practices in the Workplace

Unit reference number: J/503/1169

QCF level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to productive working practices in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills make provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Communicate with others to establish productive work practices	1.1 Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively 1.2 Describe the different methods of communicating with line management, colleagues and customers 1.3 Describe how to use different methods of communication to ensure that the work carried out is productive			
2 Follow organisational procedures to plan the sequence of work	2.1 Interpret relevant information from organisational procedures in order to plan the sequence of work 2.2 Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively 2.3 Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: – using resources for own and other's work requirements – allocating appropriate work to employees – organising the work sequence – reducing carbon emissions 2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain relevant records in accordance with the organisational procedures	3.1 Complete relevant documentation according to the occupation as required by the organisation 3.2 Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: – job cards – worksheets – material/resource lists – time sheets 3.3 Explain the reasons for ensuring documentation is completed clearly and within given timescales			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Maintain good working relationships when conforming to productive working practices	4.1 Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships 4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others 4.3 Describe how to maintain good working relationships, in relation to: – individuals – customer and operative – operative and line management – own and other occupations 4.4 Describe why it is important to work effectively with line management, colleagues and customers 4.5 Describe how working relationships could have an effect on productive working 4.6 Describe how to apply principles of equality and diversity when communicating and working with others			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 3: Moving, Handling and Storing Resources in the Workplace

Unit reference number: F/503/1171

QCF level: 2

Credit value: 5

Guided learning hours: 17

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in moving, handling and storing resources in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills make provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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 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 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 4: Installing Proprietary Partition Systems in the Workplace

Unit reference number: L/600/7031

QCF level: 2

Credit value: 14

Guided learning hours: 47

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing proprietary partition systems in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing proprietary partition systems to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- relocatable partitions
- operable partitions.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills make provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when installing proprietary partition systems	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules and manufacturers' information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when installing proprietary partition systems	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, 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 State what the accident reporting procedures are and who is responsible for making reports			
3 Maintain safe working practices when installing proprietary partition systems	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing proprietary partition systems 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to installing proprietary partition systems, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to install proprietary partition systems	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – panels, framing sections/track, glass, doors, ironmongery, wall coverings, fixings, fittings – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment 4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used 4.4 Outline potential hazards associated with the resources and method of work 4.5 Describe how to calculate quantity, length and area associated with the method/procedure to install proprietary partition systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing proprietary partition systems	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6 Complete the work within the allocated time when installing proprietary partition systems	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to install proprietary partition systems to the required specification	7.1 Demonstrate the following work skills when installing proprietary partition systems: – measuring, marking out, fitting, finishing, positioning and securing 7.2 Install one of the following partitioning systems to contractor's working instructions: – relocatable partitioning systems, including doors, trims/mouldings, junctions OR – operable partitioning systems, including folding and sliding systems, trims/mouldings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – use hand tools, power tools and equipment – use access equipment PLUS EITHER – install non-ferrous metal relocatable partition systems – hang doors – fix mouldings and trims – apply wall coverings – install glazing OR – install folding and sliding operable partition systems – fix mouldings, trims and doors 7.4 Safely use and store hand tools, portable power tools and ancillary equipment 7.5 State the needs of other occupations and how to communicate within a team when installing proprietary partition systems 7.6 Describe how to maintain the tools and equipment used when installing proprietary partition systems			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 5: Removing and Relocating Proprietary Partition Systems in the Workplace

Unit reference number: H/600/7035

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in removing and relocating proprietary partition systems in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing proprietary partition systems to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- relocatable partitions
- operable partitions.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills make provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when removing and relocating proprietary partition systems	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules and manufacturers' information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when removing and relocating proprietary partition systems	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, 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 State what the accident reporting procedures are and who is responsible for making reports			
3 Maintain safe working practices when removing and relocating proprietary partition systems	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when removing and relocating proprietary partition systems 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to removing and relocating proprietary partition systems, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to remove and relocate proprietary partition systems	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – panels, framing sections/track, glass, doors, ironmongery, wall coverings, fixings, fittings – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment 4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used 4.4 Outline potential hazards associated with the resources and method of work 4.5 Describe how to calculate quantity, length and area associated with the method/procedure to remove and relocate proprietary partition systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when removing and relocating proprietary partition systems	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6 Complete the work within the allocated time when removing and relocating proprietary partition systems	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to remove and relocate proprietary partition systems to the required specification	7.1 Demonstrate the following work skills when removing and relocating proprietary partition systems: – measuring, marking out, removing, fitting, finishing, positioning and securing 7.2 Remove and reinstall one of the following partitioning systems to contractor's working instructions: – relocatable partitioning systems, including doors, trims/mouldings, junctions OR – operable partitioning systems, including folding and sliding systems, trims/mouldings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – use hand tools, power tools and equipment – use access equipment PLUS EITHER – remove and reinstall non-ferrous metal relocatable partition systems, hung doors, mouldings and trims, wall coverings and glazing OR – remove and reinstall folding and sliding operable partition systems, hung doors, mouldings, trims and doors 7.4 Safely use and store hand tools, portable power tools and ancillary equipment 7.5 State the needs of other occupations and how to communicate within a team when removing and relocating proprietary partition systems 7.6 Describe how to maintain the tools and equipment used when removing and relocating proprietary partition systems			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 6: Installing Dry Lining Partition Systems in the Workplace

Unit reference number: F/600/7088

QCF level: 2

Credit value: 15

Guided learning hours: 50

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing dry lining partition systems in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing dry lining partition systems to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- metal stud partitions
- metal firring ceilings.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills make provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when installing dry lining partition systems	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules and manufacturers' information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when installing dry lining partition systems	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, 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 State what the accident reporting procedures are and who is responsible for making reports			
3 Maintain safe working practices when installing dry lining partition systems	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing dry lining partition systems 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to installing dry lining partition systems, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to install dry lining partition systems	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – panels, plasterboards, metal sections, timber battens, fixings, fittings – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment 4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used 4.4 Outline potential hazards associated with the resources and method of work 4.5 Describe how to calculate quantity, length and area associated with the method/procedure to install dry lining partition systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing dry lining partition systems	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State 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 installing dry lining partition systems	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to install dry lining partition systems to the required specification	7.1 Demonstrate the following work skills when installing dry lining partition systems: – measuring, marking out, fitting, finishing, positioning and securing 7.2 Install one of the following to contractor's working instructions: – metal stud partitions – metal firring ceilings (including forming openings, junctions and repairs) 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – install metal stud, proprietary dry lining systems – install metal firring ceilings – form openings and junctions – repair damaged partitions and ceilings – use hand tools, power tools and equipment – use access equipment 7.4 Safely use and store hand tools, portable power tools and ancillary equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when installing dry lining partition systems 7.6 Describe how to maintain the tools and equipment used when installing dry lining partition systems			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 7: Installing Dry Linings and Encasements in the Workplace

Unit reference number: J/600/7092

QCF level: 2

Credit value: 15

Guided learning hours: 50

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing dry linings and encasements in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing dry linings and encasements to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- cladding to timber
- cladding to metal firings
- direct bonding
- framed and frameless encasements.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills make provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when installing dry linings and encasements	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules and manufacturers' information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when installing dry linings and encasements	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, 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 State what the accident reporting procedures are and who is responsible for making reports			
3 Maintain safe working practices when installing dry linings and encasements	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing dry linings and encasements 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to installing dry linings and encasements, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to install dry linings and encasements	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – wallboards, thermal boards, glass reinforced gypsum board, metal firrings, timber battens, bonding compounds, fixings, fittings – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment 4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used 4.4 Outline potential hazards associated with the resources and method of work 4.5 Describe how to calculate quantity, length and area associated with the method/procedure to install dry linings and encasements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing dry linings and encasements	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6 Complete the work within the allocated time when installing dry linings and encasements	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to install dry linings and encasements to the required specification	7.1 Demonstrate the following work skills when installing dry linings and encasements: – measuring, marking out, fitting, finishing, positioning and securing 7.2 Install any three of the following to contractor's working instructions: – cladding to timber – cladding to metal firrings – direct bonding to solid backgrounds – framed and frameless beam and column encasement systems – (including forming openings and repairs as appropriate) 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – install and repair dry internal linings for cladding to timber, cladding to metal firrings, direct bonding to solid backgrounds – form openings – install and repair framed and frameless beam and column encasements – use hand tools, power tools and equipment – use access equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4 Safely use and store hand tools, portable power tools and ancillary equipment 7.5 State the needs of other occupations and how to communicate within a team when installing dry linings and encasements 7.6 Describe how to maintain the tools and equipment used when installing dry linings and encasements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 8: Installing Raised Access Flooring Systems in the Workplace

Unit reference number: M/600/7099

QCF level: 2

Credit value: 15

Guided learning hours: 50

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing raised access flooring systems in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing raised access flooring systems to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills make provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when installing raised access flooring systems	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules and manufacturers' information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when installing raised access flooring systems	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, 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 State what the accident reporting procedures are and who is responsible for making reports			
3 Maintain safe working practices when installing raised access flooring systems	3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when installing raised access flooring systems 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to installing raised access flooring systems, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to install raised access flooring systems	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – floor system components, skirting, perimeter strips, timber, timber-based sheet material, fixings, fittings – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment 4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used 4.4 Outline potential hazards associated with the resources and method of work 4.5 Describe how to calculate quantity, length and area associated with the method/procedure to install raised access flooring systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing raised access flooring systems	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6 Complete the work within the allocated time when installing raised access flooring systems	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to install raised access flooring systems to the required specification	7.1 Demonstrate the following work skills when installing raised access flooring systems: – measuring, marking out, fitting, finishing, positioning and securing 7.2 Install the following to contractor's working instructions: – proprietary raised access flooring systems (including ramps, steps) – mouldings 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – install raised access floor systems with fire barriers, ramps and steps – form openings for grilles and outlet boxes to raised access floor systems – fix plastic and timber skirting – use hand tools, power tools and equipment 7.4 Safely use and store hand tools, portable power tools and ancillary equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when installing raised access flooring systems 7.6 Describe how to maintain the tools and equipment used when installing raised access flooring systems			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 9: Removing and Relocating Raised Access Flooring Systems in the Workplace

Unit reference number: H/600/7102

QCF level: 2

Credit value: 17

Guided learning hours: 57

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in removing and relocating raised access flooring systems in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of removing and relocating raised access flooring systems to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills make provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when removing and relocating raised access flooring systems	1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules and manufacturers' information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when removing and relocating raised access flooring systems	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, 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 State what the accident reporting procedures are and who is responsible for making reports			
3 Maintain safe working practices when removing and relocating raised access flooring systems	3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when removing and relocating raised access flooring systems 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to removing and relocating raised access flooring systems, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to remove and relocate raised access flooring systems	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – floor system components, skirting, perimeter strips, timber, timber-based sheet material, fixings, fittings – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment 4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used 4.4 Outline potential hazards associated with the resources and method of work 4.5 Describe how to calculate quantity, length and area associated with the method/procedure to remove and relocate raised access flooring systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when removing and relocating raised access flooring systems	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			
6 Complete the work within the allocated time when removing and relocating raised access flooring systems	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to remove and relocate raised access flooring systems to the required specification	7.1 Demonstrate the following work skills when removing and relocating raised access flooring systems: – measuring, marking out, removing, fitting, finishing, positioning and securing 7.2 Remove and reinstall the following to contractor's working instructions: – proprietary raised access flooring systems (including ramps, steps) – mouldings 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – remove and reinstall raised access floor systems with fire barriers, ramps and steps – remove and re-form openings for grilles and outlet boxes to raised access floor systems – fix new plastic and timber skirting – use hand tools, power tools and equipment 7.4 Safely use and store hand tools, portable power tools and ancillary equipment 7.5 State the needs of other occupations and how to communicate within a team when removing and relocating raised access flooring systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.6 Describe how to maintain the tools and equipment used when removing and relocating raised access flooring systems			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 10: Installing First Fixing Components in the Workplace

Unit reference number: K/503/3402

QCF level: 2

Credit value: 18

Guided learning hours: 60

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing first fixing components in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills make provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when installing first fixing components	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statement 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when installing first fixing components	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, below ground level, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 Explain what the accident reporting procedures are and who is responsible for making reports 2.4 State the types of fire extinguishers available when installing first fixing components and describe how and when they are used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when installing first fixing components	3.1 Use health and safety control equipment and access equipment/working platforms (if applicable) safely to carry out the activity in accordance with legislation and organisational requirements when installing first fixing components 3.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing first fixing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.3 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.4 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to install first fixing components	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, metals, frames, linings, staircases, adhesives, sealants, fixings and associated ancillary items – hand and/or powered tools and equipment 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and method of work 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install first fixing components			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing first fixing components	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 Minimise damage and maintain a clean work space 5.3 Dispose of waste in accordance with legislation 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6 Complete the work within the allocated time when installing first fixing components	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to install first fixing components to the required specification	7.1 Demonstrate the following work skills when installing first fixing components: – measuring, marking out, fitting, finishing, positioning and securing 7.2 Install four of the following to given working instructions: – frames (door and/or window) – linings (door and/or hatch) – floor joist coverings (or flat roof decking) – partitions (straight) – staircases (straight) 7.3 Safely use and handle materials 7.4 Safely use hand tools, portable power tools and ancillary equipment 7.5 Safely store the materials, tools and equipment used when installing first fixing components			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.6 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix standard door and window frames, window boards, linings, flooring/decking, partitions full or partial height (straight), plasterboard, staircases (straight) – form joints associated with first fixing – use hand tools, power tools and equipment – work at height – use access equipment 7.7 Describe the needs of other occupations and how to effectively communicate within a team when installing first fixing components 7.8 Describe the methods of sharpening the hand tools used when installing first fixing components 7.9 Describe how to maintain the tools and equipment used when installing first fixing components			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 11: Setting Up and Using Circular Saws in the Workplace

Unit reference number: F/600/7107

QCF level: 2

Credit value: 13

Guided learning hours: 43

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in setting up and using circular saws in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of setting up and using circular saws to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for the following item from assessment criteria 4.2:

- change saw blades (portable saws only).

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

- timber
- non-ferrous metal.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills make provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when setting up and using circular saws	1.1 Interpret and extract information from drawings, specifications, cutting lists, schedules, manufacturers' information and operating instructions 1.2 Comply with information and/or instructions derived from risk assessments and method statement 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules cutting lists, manufacturers' information, and regulations governing the use of machinery to work wood and/or non-ferrous metal			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Maintain safe working practices when setting up and using circular saws	2.1 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – change saw blades – cut material to size – operate fixed or transportable circular saws 2.2 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when setting up and using circular saws 2.3 Explain why and when personal protective equipment (PPE) should be used, relating to setting up and using circular saws, and the types, purpose and limitations of each type			
3 Carry out pre-start preparation inspections on power tools and equipment in accordance with approved procedures when setting up and using circular saws	3.1 Carry out pre-start checks in accordance with legislation, official guidance and/or organisational requirements 3.2 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, with tools, machinery and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 3.3 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Carry out operations safely using power tools and to achieve the work outcome by setting up and using circular saws	4.1 Demonstrate the following work skills when setting up and using circular saws: – measuring, marking out, fitting, finishing, positioning and securing 4.2 Use fixed or transportable circular saws and appropriate safety aids to: – change saw blades (portable saws only) appropriate to the material and use – cut timber and timber manufactured sheet material and/or non-ferrous metal to size 4.3 Outline potential hazards associated with the resources and method of work 4.4 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to set up and use circular saws 4.5 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, non-ferrous metal – saw blades – safety aids (push sticks and jigs etc.) – hand tools and equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Identify problems associated with power tools and equipment which need to be referred to authorised personnel when setting up and using circular saws	5.1 Carry out checks in accordance with manufacturer's/ operator's guidance, legislation and official guidance and organisational requirements 5.2 Safely use and store fixed or transportable circular saws and safety aids 5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used 5.4 Describe how to maintain the tools and equipment used when setting up and using circular saws			
6 Minimise the risk of damage to the work and surrounding area when setting up and using circular saws	6.1 Minimise damage and maintain a clean work space 6.2 Dispose of waste in accordance with legislation 6.3 State why the disposal of waste should be carried out in relation to the work			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 12: Establishing Work Area Protection and Safety in the Workplace

Unit reference number: T/503/9560

QCF level: 2

Credit value: 10

Guided learning hours: 33

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in establishing work area protection and safety in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsement:

- own occupational area of work.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills make provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when establishing work area protection and safety	1.1 Interpret and extract relevant information from drawings, plans, risk assessments, method statements, specifications, schedules, site inspections 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: – drawings, plans, risk assessments, method statements, specifications, schedules, site inspection reports, manufacturers' information, regulations and official guidance associated with protecting work areas			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when establishing work area protection and safety	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 Explain what the accident reporting procedures are and who is responsible for making reports			
3 Maintain safe and healthy working practices when establishing work area protection and safety	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when establishing work area protection and safety 3.2 Comply with information relating to specific risks to health when establishing work area protection and safety			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to establishing work area protection and safety, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to establish work area protection and safety	4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – safety and security barriers – protection and safety notices – temporary structures – signs and lighting – hand and/or powered tools and equipment 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and methods of work 4.6 Describe how to calculate quantity, length and area associated with the method/procedure to establish work area protection and safety			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when establishing work area protection and safety	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 Minimise damage and maintain a clean work space 5.3 Dispose of waste in accordance with current legislation 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6 Complete the work within the allocated time when establishing work area protection and safety	6.1 Demonstrate completion of the work within the allocated time 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to establish work area protection and safety to the required specification	7.1 Demonstrate the following work skills when establishing work area protection and safety: – measuring, setting out, positioning, assembling, constructing, securing and dismantling 7.2 Install, maintain and remove temporary protection and safety arrangements for the work area, to given working instructions, relating to barriers/temporary structures and one of the following: – protection and safety notices – safety lighting 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment 7.4 Safely store the materials, tools and equipment used when establishing work area protection and safety			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – plan for the protection and the safety of the work and surrounding environment – install, check and maintain the protection and safety equipment – dismantle and remove protection and safety equipment – install safety notices – install lighting systems – use hand tools, power tools and equipment – work at height – use access equipment 7.6 Describe the needs of other occupations and how to effectively communicate within a team when establishing work area protection and safety 7.7 Describe how to maintain the tools and equipment used when establishing work area protection and safety			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 13: Installing Protective Components in the Workplace

Unit reference number: F/503/0120

QCF level: 2

Credit value: 18

Guided learning hours: 60

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing protective components in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills make provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when installing protective components	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statements 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information, method statements and regulations governing buildings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when installing protective components	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 Explain what the accident reporting procedures are and who is responsible for making reports 2.4 State the types of fire extinguishers available when installing protective components and describe how and when they are used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when installing protective components	3.1 Use personal protective equipment (PPE) and access equipment (if applicable) safely to carry out the activity in accordance with legislation and organisational requirements when installing protective components 3.2 Explain why, and when and how personal protective equipment (PPE) should be used, relating to installing protective components, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to install protective components	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – protective components and fixings – adhesives – hand and/or powered tools and equipment 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and method of work 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install protective components			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing protective components	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 Minimise damage and maintain a clean work space 5.3 Dispose of waste in accordance with legislation 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6 Complete the work within the allocated time when installing protective components	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to install protective components to the required specification	7.1 Demonstrate the following work skills when installing protective components: – measuring, marking out, levelling, aligning, fitting, finishing, positioning and securing 7.2 Prepare the area and install seven of the following protective components to given working instructions: – handrails, combi or grab rails – wall protection – corner protection – bedhead protection and/or bed locators – impact protection – sheet protection – door/frame protection – bump rails/parking fenders – barriers – kickplates – bollards or wheeled bollards – solar shading – explosive venting – entrance flooring – expansion joint covers – stair nosing and side trims 7.3 Safely use and store materials, hand tools, portable power tools and ancillary equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – confirm area to secure components – identify substrate types – identify sequence of installation with other operations – confirm type of installation and components – identify datum and set out – prepare for the installation of protective components – prepare adhesives (two packs and sprayed) – use adhesives – select, prepare and install protective components – identify and interpret manufacturers requirements – liaise with contractors – protect the public – use hand tools, power tools and equipment – work at height – use access equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Describe the needs of other occupations and how to effectively communicate within a team when installing protective components 7.6 Describe how to maintain the tools and equipment used when installing protective components			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 14: Installing Acoustic Flooring in the Workplace

Unit reference number: J/503/0121

QCF level: 2

Credit value: 17

Guided learning hours: 57

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing acoustic flooring in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills make provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when installing acoustic flooring	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements and manufacturers' information 1.2 Comply with information and/or instructions derived from risk assessments and method statements 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information, method statements and regulations governing buildings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when installing acoustic flooring	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 Explain what the accident reporting procedures are and who is responsible for making reports 2.4 State the types of fire extinguishers available when installing acoustic flooring and describe how and when they are used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when installing acoustic flooring	3.1 Use personal protective equipment (PPE) and access equipment (if applicable) safely to carry out the activity in accordance with legislation and organisational requirements when installing acoustic flooring 3.2 Explain why, when and how personal protective equipment (PPE) should be used, relating to installing acoustic flooring, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to install acoustic flooring	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – cradles or support systems – battens – insulation – overlays and fixing systems – humidity testing equipment – hand and/or powered tools and equipment 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources 4.5 Describe any potential hazards associated with the resources and method of work 4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install acoustic flooring			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing acoustic flooring	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when installing acoustic flooring	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to install acoustic flooring to the required specification	7.1 Demonstrate the following work skills when installing acoustic flooring: – measuring, marking out, positioning, levelling, fitting, finishing and securing 7.2 Prepare the area and install acoustic flooring to given working instructions relating to: – cradle or support systems – perimeter strips – overlay(s) 7.3 Safely use and store materials, hand tools, portable power tools and ancillary equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assess installation area for level – identify sequence of installation with other operations – identify substrate type – identify datum and set out – check for humidity – determine the effects of humidity on acoustic flooring components – lay cradles or support system – make adjustments for height and level – install insulation – install perimeter strips – install overlay – use levelling tools and equipment – use hand tools, power tools and equipment – work at height – use access equipment 7.5 Describe the needs of other occupations and how to effectively communicate within a team when installing acoustic flooring			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.6 Describe how to maintain the tools and equipment used when installing acoustic flooring			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Further information

For more information please contact Customer Services on telephone number 0844 463 2535.

Calls may be recorded for quality and training purposes.

Useful publications

Related information and publications include:

- *Edexcel NVQs, SVQs and Competence-based Qualifications Delivery Requirements and Quality Assurance Guidance* published annually
- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on our website, www.edexcel.com.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

To obtain the National Occupational Standards for the qualification in this specification, please visit: www.ukstandards.co.uk

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via our Customer Services team to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel qualification framework for the construction and built environment sector

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist / professional qualification	NVQ/competence
8				
7				
6				There are too many qualifications to fit in this space. Please refer to www.edexcel.com
5		Pearson BTEC Level 5 HND Diploma in Construction and the Built Environment (QCF)		There are too many qualifications to fit in this space. Please refer to www.edexcel.com
4		Pearson BTEC Level 4 HNC Diploma in Construction and the Built Environment (QCF)		There are too many qualifications to fit in this space. Please refer to www.edexcel.com

Level	General qualifications		BTEC vocationally-related qualifications	BTEC specialist / professional qualification	NVQ/competence
3			Pearson BTEC Level 3 Certificate , Subsidiary Diploma, Extended Diploma in Construction and the Built Environment (QCF)	Pearson BTEC Level 3 Award in Construction and the Built Environment (Specialist: Construction) (QCF)	There are too many qualifications to fit in this space. Please refer to www.edexcel.com
2			Pearson BTEC Level 2 Certificate, Extended Certificate in Construction (QCF)	Edexcel BTEC Level 2 Award, Certificate and Extended Certificate in Construction and the Built Environment (Specialist: Construction) (QCF)	Please refer to www.edexcel.com
1					
Entry					

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised and approved centre and must have approval for the individual qualifications that it is offering.
- The centre agrees, as part of gaining recognition and centre approval, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to centres a range of materials and opportunities to exemplify the processes required for effective assessment and to provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel accredited qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised and approved centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and uses appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucracy on centres, and works to support them in providing robust internal quality-assurance processes.

The learning outcomes and assessment criteria in each unit set out the standard to be achieved by each learner in order to gain each unit and, through satisfying the rules of combination, the whole qualification. Edexcel operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

Edexcel quality-assurance processes will involve:

- gaining centre recognition and approval - if a centre is not currently approved to offer Edexcel qualifications - and qualification approval through satisfying the Edexcel approved centre criteria
- visits to centres, conducted by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessment processes, and assessor decisions for the occupational sector. The minimum frequency of Standards Verifiers' visits to centres is usually two per year (a total of two days per year). The exact frequency and duration of Standards Verifier visits must reflect a centre's performance, taking account of the number:
  - of assessment sites
  - and throughput of candidates
  - and turnover of assessors
  - and turnover of internal verifiers.
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

Annexe C: Registration and certification

Registration

Details of the process for registration of learners for the qualifications in this specification are provided in the *Edexcel Information Manual*, published annually.

Centres must register learners promptly on their chosen qualification and by the registration deadlines given in the *Edexcel Information Manual*.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence. For details, please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications,* available on our website: www.edexcel.com.

Certification

Details of the process for reporting learners' success to Edexcel and for claiming certification are given in the *Edexcel Information Manual*, published annually.

Certificates are issued weekly according to the schedule of dates published in the *Edexcel Information Manual*.

Results should be reported only if the centre has clearance to certificate through reports from Standards Verifiers. Subject to this, results must be reported immediately following programme completion so that certificates can be issued as soon as possible.

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claim Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs, SVQs and competence qualifications through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

Edexcel's approach in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

Annexe D: Assessment strategy

The ConstructionSkills Assessment Strategy is available on the Edexcel website, alongside the full specification on the Construction NVQ/Competence page.

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For more information on Edexcel and BTEC qualifications please visit our website: www.edexcel.com

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