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

Specification

NVQs/Competence-based qualifications

First registration June 2019

Issue 2

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

This specification is Issue 2. Key changes are summarised on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Summary of changes to Pearson Edexcel Level 2 NVQ

Certificate and NVQ Diploma in Interior Systems (Construction) specification Issue 2

Summary of changes made between previous issue and this issue	Section number
Addition of a further optional pathway − Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (Dry Lining − Fire Resistant Walls)	Sections 3 and 4
Addition of *Unit 15: Erecting Fire Resisting Walls and Wall Linings in the Workplace*	Section 11
Addition of knowledge statement 'Describe how fire spreads through a building and how to impede it and protect the structure' to the assessment criteria for Units 4, 5, 6, 7, 9, 10, 11, 12, 13 and 14	Section 11

Contents

1 Introducing Edexcel NVQs/Competence-based qualifications

What are NVQs/Competence-based qualifications?

National Vocational Qualifications (NVQs)/Competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, thus allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development for employees who have been in the workplace for some time. The qualifications are also a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry-level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

Sizes of NVQs/Competence-based qualifications

For all regulated qualifications, Pearson specifies a total estimated number of hours that learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors includes private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can have a credit value – equal to one tenth of the TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQs/Competence-based qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 NVQ Certificate in Interior Systems (Construction)
Qualification Number (QN)	603/4326/6
Regulation start date	01/04/2019
Operational start date	01/04/2019
Approved age ranges	16–18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements in *Section 8 Assessment*.
Minimum Total Qualification Time (TQT)	310 hours
Minimum Guided Learning Hours (GLH)	154 hours
Assessment	Portfolio of evidence (internal assessment).
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson *Guide for Centres to Enrolling onto Qualifications* (see *Section 7 Access and recruitment*).
Funding	Qualifications eligibility for 16–19, apprenticeship and 19+ advanced learner loan funding can be found on the funding Hub. The Education and Skills Funding Agency (ESFA) also publishes a list of the qualifications eligible for the 19–23 Level 2 and Level 3 legal entitlement, and a list of the qualifications eligible for 19+ advanced learner loans.

Qualification title	Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction)
Qualification Number (QN)	603/4327/8
Regulation start date	01/04/2019
Operational start date	01/04/2019
Approved age ranges	16–18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements in *Section 8 Assessment*.
Total Qualification Time (TQT)	370 hours
Guided Learning Hours (GLH)	150 hours
Assessment	Portfolio of evidence (internal assessment).
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson *Guide for Centres to Enrolling onto Qualifications* (see *Section 7 Access and recruitment*).
Funding	Qualifications eligibility for 16–19, apprenticeship and 19+ advanced learner loan funding can be found on the funding Hub. The Education and Skills Funding Agency (ESFA) also publishes a list of the qualifications eligible for the 19–23 Level 2 and Level 3 legal entitlement, and a list of the qualifications eligible for 19+ advanced learner loans.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual,* available on our website, qualifications.pearson.com

3 Qualification purpose

Qualifications objectives

The Pearson Edexcel Level 2 NVQ Certificate and Diploma in Interior Systems (Construction) are for learners who work in, or who want to work in, the construction and built environment sector.

The qualifications give learners the opportunity to:

- work on a construction site installing specialist interior components and finishes in commercial or residential buildings to given specifications, which is essential to make them habitable or fit for purpose
- have existing skills recognised
- develop personal growth and engagement in learning.

Learners will study three mandatory units:

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

Unit 2: Conforming to Productive Working Practices in the Workplace

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

Learners are given the opportunity to explore through the specialist pathways a particular area of interior systems, to support progression in the working environment and further study should they wish to. The particular interior systems covered are given below.

Pearson Edexcel Level 2 NVQ Certificate in Interior Systems (Construction) (Ceiling Fixing) – the units cover the skills required in the installation of suspended ceiling systems and erection of fire-resisting ceiling systems.

Pearson Edexcel Level 2 NVQ Certificate in Interior Systems (Construction) (Dry Lining Finishing) – the additional mandatory unit covers the skills required in the finishing of dry lining walls and ceilings.

Pearson Edexcel Level 2 NVQ Certificate in Interior Systems (Construction) (Dry Lining Boarder) – the additional mandatory unit covers the skills required in the installation of plasterboard linings.

Pearson Edexcel Level 2 NVQ Certificate in Interior Systems (Construction) (Cavity Barrier Installation) – the additional mandatory unit covers the skills required in the installation of cavity barriers to floors and ceilings.

Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (Modular Demountable Partitioning) – the additional mandatory unit covers the skills required in the installation and relocating of modular demountable partition systems.

Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (Operable Partition Systems) – the additional mandatory unit covers the skills required in the installation and relocating of operable partition systems.

Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (Glass Partition/Internal Screen Systems) – the additional mandatory unit covers the skills required in the installation and relocating of glass partition/ internal screen systems.

Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (Dry Lining Fixing) – the units cover the skills required in the installation of plasterboard linings and dry lining systems.

Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (Access Flooring) – the additional mandatory unit covers the skills required in the installation, removal and relocation of raised access flooring systems.

Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (Acoustic Floor Installation) – the additional mandatory unit covers the skills required in the installation of acoustic flooring.

Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (Dry Lining – Fire Resistant Walls) – the additional mandatory unit covers the skills required in the erecting of fire resisting walls and wall linings in the workplace.

Each pathway represents specific activities or machinery and helps to show current and future employers the aspects in which a person is competent.

Learners should choose the specialist pathway that is relevant to the activities carried out in their job role. Each pathway offers specific activities and demonstration of knowledge and understanding to show current and future employers which tasks an operative is competent in. The NVQ Diploma contains pathways that relate to activities that require, in general, a longer period of time to achieve competence than those in the NVQ Certificate.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson Edexcel Level 2 NVQ Certificate in Interior Systems (Construction) QN 600/4010/5 and the Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) QN 600/9374/2, both of which expired on 30 June 2019.

Progression opportunities

Learners who achieve the Pearson Edexcel Level 2 NVQ Certificate or Diploma in Interior Systems (Construction) can progress to the next level and size of the construction and the built environment competence and knowledge qualifications and to other occupational areas such as team leading and management.

Industry support and recognition

This qualification is supported by ConstructionSkills, the Skills Council for construction and the built environment.

Relationship with occupational standards

This qualification is based on the occupational standards for construction and the built environment, which were set and designed by ConstructionSkills.

4 Qualification structures

Pearson Edexcel Level 2 NVQ Certificate in Interior Systems (Construction)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of units that must be achieved	4
Minimum number of units that must be achieved at Level 2 or above	3
Number of mandatory units that must be achieved	3
Minimum number of optional units from a pathway that must be achieved	1

Unit number	Group A – mandatory units for all pathways	Level	Guided Learning Hours
1	Conforming to General Health, Safety and Welfare in the Workplace	1	7
2	Conforming to Productive Working Practices in the Workplace	2	10
3	Moving, Handling and Storing Resources in the Workplace	2	17

Pathway 1: Pearson Edexcel Level 2 NVQ Certificate in Interior Systems (Construction) (Ceiling Fixing)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	4
Total Qualification Time for this pathway	340
Guided Learning Hours for this pathway	164

Unit number	Group B – mandatory unit for Pathway 1 Learners must complete the unit from this group.	Level	Guided Learning Hours
4	Installing Suspended Ceiling Systems in the Workplace	2	130

Unit number	Group C – additional unit for Pathway 1 This non-compulsory unit will not count towards the minimum number of units required for the qualification.	Level	Guided Learning Hours
8	Erecting Fire Resisting Ceiling Systems in the Workplace	2	190

Pathway 2: Pearson Edexcel Level 2 NVQ Certificate in Interior Systems (Construction) (Dry Lining Finishing)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	4
Total Qualification Time for this pathway	350
Guided Learning Hours for this pathway	184

Unit number	Group D – mandatory unit for Pathway 2 Learners must complete the unit from this group.	Level	Guided Learning Hours
5*	Finishing Dry Lining Walls and Ceilings in the Workplace	2	150

Pathway 3: Pearson Edexcel Level 2 NVQ Certificate in Interior Systems (Construction) (Dry Lining Boarder)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	4
Total Qualification Time for this pathway	310
Guided Learning Hours for this pathway	154

Unit number	Group E – mandatory unit for Pathway 3 Learners must complete the unit from this group.	Level	Guided Learning Hours
6	Installing Plasterboard Linings in the Workplace	2	120

Pathway 4: Pearson Edexcel Level 2 NVQ Certificate in Interior Systems (Construction) (Cavity Barrier Installation)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	4
Total Qualification Time for this pathway	320
Guided Learning Hours for this pathway	154

Unit number	Group F – mandatory unit for Pathway 4 Learners must complete the unit from this group.	Level	Guided Learning Hours
7	Installing Cavity Barriers to Floors and Ceilings in the Workplace	2	120

*Unit endorsements for Pearson Edexcel Level 2 NVQ Certificate in Interior Systems (Construction)

Unit	Endorsement
5	Three of the following endorsements required: · tape and joint finishes · form internal and external angles · priming/protection topcoat · skim plaster finishes.

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

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of units that must be achieved	4
Minimum number of units that must be achieved at Level 2 or above	3
Number of mandatory units that must be achieved	3
Minimum number of optional units from a pathway that must be achieved	1

Unit number	Group A – mandatory units for all pathways	Level	Guided Learning Hours
1	Conforming to General Health, Safety and Welfare in the Workplace	1	7
2	Conforming to Productive Working Practices in the Workplace	2	10
3	Moving, Handling and Storing Resources in the Workplace	2	17

Pathway 1: Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (Modular Demountable Partitioning)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	4
Minimum Total Qualification Time for this pathway	450
Minimum Guided Learning Hours for this pathway	194

Unit number	Group B – mandatory unit for Pathway 1 Learners must complete the unit from this group.	Level	Guided Learning Hours
9	Installing and Relocating Modular Demountable Partition Systems in the Workplace	2	160

Pathway 2: Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (Operable Partition Systems)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	4
Minimum Total Qualification Time for this pathway	450
Minimum Guided Learning Hours for this pathway	194

Unit number	Group B – mandatory unit for Pathway 2 Learners must complete the unit from this group.	Level	Guided Learning Hours
10	Installing and Relocating Operable Partition Systems in the Workplace	2	160

Pathway 3: Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (Glass Partition/Internal Screen Systems)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	4
Minimum Total Qualification Time for this pathway	420
Minimum Guided Learning Hours for this pathway	214

Unit number	Group B – mandatory unit for Pathway 3 Learners must complete the unit from this group.	Level	Guided Learning Hours
11	Installing and Relocating Glass Partition/Internal Screen Systems in the Workplace	2	180

Pathway 4: Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (Dry Lining Fixing)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	5
Minimum Total Qualification Time for this pathway	630
Minimum Guided Learning Hours for this pathway	314

Unit number	Group B – mandatory unit for Pathway 4 Learners must complete both units from this group.	Level	Guided Learning Hours
6*	Installing Plasterboard Linings in the Workplace	2	120
12	Installing Dry Lining Systems in the Workplace	2	160

Pathway 5: Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (Access Flooring)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	4
Minimum Total Qualification Time for this pathway	370
Minimum Guided Learning Hours for this pathway	184

Unit number	Group B – mandatory unit for Pathway 5 Learners must complete the unit from this group.	Level	Guided Learning Hours
13	Installing, Removing and Relocating Raised Access Flooring Systems in the Workplace	2	150

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

Number of units that must be achieved for this pathway, including the mandatory units from Group A	4
Minimum Total Qualification Time for this pathway	440
Minimum Guided Learning Hours for this pathway	184

Unit number	Group B – mandatory unit for Pathway 6 Learners must complete the unit from this group.	Level	Guided Learning Hours
14	Installing Acoustic Flooring in the Workplace	2	150

Pathway 7: Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction) (Dry Lining – Fire Resistant Walls)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	4
Total Qualification Time for this pathway	710
Guided Learning Hours for this pathway	204

Unit number	Group B – mandatory unit for Pathway 7 Learners must complete the unit from this group.	Level	Guided Learning Hours
15	Erecting Fire Resisting Walls and Wall Linings in the Workplace	2	170

*Unit endorsements for Pearson Edexcel Level 2 NVQ Diploma in Interior Systems (Construction)

Unit	Endorsement
6	One of the following endorsements required: • timber and/or metal (tacking) • to solid backgrounds by direct bonding (dot and dab).

5 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs. So that they can develop and demonstrate the occupational competence required, learners must be in employment or working with a training provider on a programme.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our *Collaborative and Consortium Arrangements for the Delivery of Vocational Qualifications Policy* document is available on our website.

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support includes:

- giving potential learners initial advice and guidance, including work tasters, to give them an insight into the relevant industry and the learning programme
- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs
- carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction should include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, and details of training delivery and the assessment process. It is good practice to involve employers in the induction process. This helps them to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme
- keeping in regular contact with learners to keep them engaged and motivated, and ensuring that there are open lines of communication between the learner, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of the employer and the learner through a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios
- planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craft skills and business-like attitude. It is therefore important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practise their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning
- developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and which indicates how and when the units will be assessed
- discussing and agreeing with learners and employers suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement includes:

- communicating with employers at the start of the programme to understand their business contexts and requirements so that the programme can be tailored to meet their needs
- working with employers to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and who can act as a contact for the assessor/tutor
- helping employers to better understand their role in the delivery of the programme. It is important that employers understand that learners must be given sufficient and relevant work in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements given below are in place before offering the qualifications.

General resource requirements

- Centres must have the appropriate physical resources to support delivery and assessment of the qualifications, for example a workplace in line with industry standards or a realistic working environment (RWE) (where permitted, as specified in the assessment strategy for the sector), equipment, IT, learning materials, teaching rooms.
- Where RWE is permitted, it must offer 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 human and physical resource requirements outlined in the assessment strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector.
- There must be systems in place to ensure continuing professional development for staff delivering the qualifications.
- Centres must have in place appropriate health and safety policies, procedures and practices for the delivery and assessment of the qualifications.
- Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work as well as the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the document *Centre Guide to Quality Assurance Pearson NVQ/SVQ and Competence-based Qualifications*. Additionally, centres should refer to the document *Delivery Guidance and Quality Assurance Requirements for NVQ/SVQ and Competence-based Qualifications.* Both documents are available on our website, qualifications.pearson.com
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7 Access and recruitment*. For full details on the Equality Act 2010, visit www.legislation.gov.uk

7 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification so that they can be sure that it meets their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's *Equality and Diversity Policy* document requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information regarding reasonable adjustments and special consideration in *Section 8 Assessment*.

8 Assessment

To achieve a pass for these qualifications, the learner must achieve all the units required in the stated qualification structure.

Language of assessment

Assessments for the units in these qualifications are in English only.

A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy* document, available on our website at: qualifications.pearson.com

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) *Access Arrangements and Reasonable Adjustments*. The document is available on our website, qualifications.pearson.com

Internal assessment

The units in these qualifications are assessed through an internally and externally quality-assured Portfolio of Evidence, made up of evidence gathered during the course of the learner's work.

Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

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

The learner must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria for the unit and learning outcomes is:

Valid	is relevant to the standards for which competence is claimed
Authentic	is produced by the learner
Current	is sufficiently recent to create confidence that the same skill, understanding or knowledge persists 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

Learners can 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 programme. The evidence provided must meet the assessment requirements for the qualification

  the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit's assessment criteria through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of the claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification. Further guidance is available in our *Recognition of prior learning policy and process* document, available on our website, qualifications.pearson.com
- a combination of the above.

Assessment requirements

The assessment strategy for the qualifications is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualifications remain valid and reliable. It has been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (please see *Section 10 Quality assurance of centres*) and the requirements of the assessment strategy given in *Annexe A*.

In line with the assessment strategy, evidence for internally-assessed units can take a variety of forms as indicated below:

- 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 (S)
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must clearly reference the unit assessed. Evidence must be available to the assessor, the internal verifier and the Pearson standards verifier.

Any specific evidence requirements for a unit are given in the *Unit assessment requirements* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website. Please see *Section 12 Further information and useful publications* for details.

Assessment of knowledge and understanding

Knowledge and understanding are key components of competent performance, but it is unlikely that performance evidence alone will provide sufficient evidence for knowledge-based learning outcomes and assessment criteria. Where the learner's knowledge and understanding are not apparent from performance evidence, they must be assessed through other valid methods and be supported by suitable evidence. The evidence provided to meet these learning outcomes and assessment criteria must be in line with ConstructionSkills' assessment strategy. Any specific assessment requirements are stated in the *Unit assessment requirements* section of each unit in *Section 11 Units*.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a lead internal verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* document, available on our website.

Dealing with malpractice

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details on malpractice and advice on preventing malpractice by learners please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives more information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/exams-office/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/principals/chief executive officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights – please see 6.15 of the JCQ document *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* document, available on our website, qualifications.pearson.com. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via pqsmalpractice@pearson.com) who will inform you of the next steps.

Reasonable adjustments to assessment

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the document *Pearson Guidance for reasonable adjustments and special consideration in vocational internally assessed units*. In most instances, adjustments can be achieved by following the guidance – for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

Further information on access arrangements can be found in the JCQ document *Access Arrangements and Reasonable Adjustments*.

Both documents are on our website, qualifications.pearson.com

Special consideration

Centres must operate special consideration in line with the guidance given in the Pearson document *Guidance for reasonable Adjustments and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practise.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the JCQ document *Access Arrangements and Reasonable Adjustments.*

Both of the documents mentioned above are on our website.

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson competence-based qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson vocational qualifications is available on our website, qualifications.pearson.com

Approvals agreement

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

10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering competence-based qualifications will receive at least one visit from our standards verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of standards verifier visits will reflect the centre's performance, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers.

In order for certification to be released, confirmation is required that the occupational standards for assessment and verification and for the specific occupational sector are being met consistently.

For further details, please go to the document *Centre Guide to Quality Assurance Pearson NVQ/SVQ and Competence-based Qualifications.*

Additionally, centres should refer to the document *Delivery Guidance and Quality Assurance Requirements for NVQ/SVQ and Competence-based Qualifications.*

The documents mentioned above are available on our website, qualifications.pearson.com

11 Units

Unit format

Each unit has the following sections.

Unit number

The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for an individual qualification.

Unit title

This is the formal title of the unit and it will appear on the learner's certificate.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Unit type

This says whether the unit is mandatory or optional for the qualification.
See information in *Section 4 Qualification structures* for full details.

Guided Learning Hours (GLH)

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities, for example lectures, tutorials, online instruction, supervised study, that directly or immediately involve tutors and assessors in teaching, supervising and invigilating learners.

Pearson has consulted with users of the qualification and has assigned a number of hours to this activity for each unit.

Unit summary

This summarises the purpose of the unit and the learning the unit offers.

Unit assessment requirements

This outlines the requirements for the assessment of the unit. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The learning outcomes set out what a learner will know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.

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

Level: 1

Unit type: Mandatory

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 in the relevant sector of the industry.

Unit assessment requirements

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: · collective protective measures · personal protective equipment (PPE) · respiratory protective equipment (RPE) · local exhaust ventilation (LEV).			
		1.5	State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.			
		1.6	State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.			
		1.7	State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.			
		1.8	State how to comply with control measures that have been identified by risk assessments and safe systems of work.			

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 procedures – consultation and feedback.			

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

Learning 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 – 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

Level: 2

Unit type: Mandatory

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 in the relevant sector of the industry.

Unit assessment requirements

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 others' 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

Level: 2

Unit type: Mandatory

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 in the relevant sector of the industry.

Unit assessment requirements

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

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 sources 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 Suspended Ceiling Systems in the Workplace

Level: 2

Unit type: Mandatory for Certificate Pathway 1

Guided Learning Hours: 130

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in the installation of suspended ceiling systems in the workplace in the relevant sector of the industry.

Unit assessment requirements

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing suspended ceiling systems	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 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 sources and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current guidance/regulations associated with the installation of suspended ceilings.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing suspended ceiling systems	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – in the workplace, 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when installing suspended ceiling systems	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing suspended ceiling systems.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing suspended ceiling systems in relation to the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – specific risks to health.			
		3.3	Explain why and when health and safety control equipment, defined by the principles of prevention, should be used, relating to installing suspended ceiling systems, and the types, purpose and limitations of each type, the work situation and the general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE).			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

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 suspended ceiling systems	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: – tiles, grid components, hangers, battens, braces, pattresses, proprietary fittings, insulation, panels, sealants, fixings – hand tools, portable power tools and equipment.			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install suspended ceiling systems.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing suspended ceiling systems	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	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 installing suspended ceiling systems	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 install suspended ceiling systems to the required specification	7.1	Demonstrate the following work skills when installing suspended ceiling systems: – measuring, marking out, fitting, positioning and securing.			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Install at least four of the following suspended ceiling systems to given working instructions: – proprietary suspended ceilings, including repairs – specialist proprietary suspended ceilings for ambient temperature controlled and/or passive fire-controlled areas – proprietary metal furring (MF) ceilings – concealed and exposed grid ceilings – mineral and/or metal – metal and/or mineral plank ceilings – rafts and/or baffles acoustic sections.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify and follow the installation quality requirements – establish the suitability of the existing substrate – check vertical and horizontal datum – ensure the use of an appropriate fixing regime – identify the location of, and work around, mechanical and electrical services – install proprietary suspended ceilings, specialist proprietary suspended ceilings (for ambient temperature controlled and/or passive fire controlled areas) and proprietary metal furring (MF) ceilings – install concealed and exposed grid ceiling – mineral and/or metal, metal and/or mineral plank ceilings and rafts and/or baffles acoustic sections – carry out repairs – clean and check stability of ambient/temperature controlled specialist proprietary suspended ceilings – check and confirm seal of panel joints ceilings – install light fittings and grilles to proprietary suspended ceilings – install fire, smoke, sound and thermal cavity barriers – recognise and determine when specialist skills and knowledge are required and report accordingly			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			– work with, around and in close proximity to plant and machinery – use hand tools, portable power tools and equipment – work at height – use access equipment.			
		7.5	Describe how fire spreads through a building and how to impede it and protect the structure.			
		7.6	Describe the needs of other occupations and how to communicate effectively within a team when installing suspended ceiling systems.			
		7.7	Describe how to maintain the tools and equipment used when installing suspended ceiling systems.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 5: Finishing Dry Lining Walls and Ceilings in the Workplace

Level: 2

Unit type: Mandatory for Certificate Pathway 2

Guided learning hours: 150

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in the finishing of dry lining walls and ceilings in the workplace in the relevant sector of the industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with 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 endorsements detailed within the relevant NVQ structure. Please refer to the NVQ structure applicable to the qualification/occupational area in which the learner is being assessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when finishing dry lining walls and ceilings	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 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 sources and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current guidance/regulations associated with finishing dry lining walls and ceilings.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when finishing dry lining walls and ceilings	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – in the workplace, 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when finishing dry lining walls and ceilings	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when finishing dry lining walls and ceilings.			
		3.2	Demonstrate compliance with given information and relevant legislation when finishing dry lining walls and ceilings in relation to the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – specific risks to health.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to finishing dry lining walls and ceilings, 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 working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to finish dry lining and ceilings	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: – tapes, scrims, angle beads, jointing and finishing compounds, primers, top coats – skimming plasters – clean water, polythene – hand tools, portable power tools and equipment.			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to finish dry lining walls and ceilings.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when finishing dry lining walls and ceilings	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	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 finishing dry lining walls and ceilings	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 finish dry lining walls and ceilings to the required specification	7.1	Demonstrate the following work skills when finishing dry lining walls and ceilings: – measuring, fitting, applying, finishing, positioning and securing.			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Carry out three of the following to given working instructions: – tape and joint by hand and/or mechanical methods – form internal and external angles – priming/protection/top coat – skim plaster finish.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify and follow the application quality requirements – identify the location of, and work around, electrical and mechanical services – tape and joint by hand and mechanical methods – form internal and external angles – apply primers, protection coats, top coats – apply skim plaster finish – recognise and determine when specialist skills and knowledge are required and report accordingly – work with, around and in close proximity to plant and machinery – use hand tools, portable power tools and equipment – work at height – use access equipment.			
		7.5	Describe how fire spreads through a building and how to impede it and protect the structure.			
		7.6	Describe the needs of other occupations and how to communicate effectively within a team when finishing dry lining walls and ceilings.			
		7.7	Describe how to maintain the tools and equipment used when finishing dry lining walls and ceilings.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 6: Installing Plasterboard Linings in the Workplace

Level: 2

Unit type: Mandatory for Certificate Pathway 3 and Diploma Pathway 4

Guided learning hours: 120

Unit summary

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

Unit assessment requirements

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing plasterboard linings	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 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 sources and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current guidance/regulations associated with installing plasterboard linings.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing plasterboard linings	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – in the workplace, 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices installing plasterboard linings	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing plasterboard linings.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing plasterboard linings in relation to the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – specific risks to health.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing plasterboard linings, 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 working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

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 plasterboard linings	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: – wallboards, thermal boards, glass reinforced gypsum board, bonding compounds, fixings, fittings – hand tools, portable power tools and equipment.			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install plasterboard linings.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing plasterboard linings	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	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 installing plasterboard linings	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 install plasterboard linings to the required specification	7.1	Demonstrate the following work skills when installing plasterboard linings: – measuring, marking out, fitting, finishing, positioning and securing.			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Install plasterboard linings to one of the following, including forming openings and carrying out repairs, to given working instructions: – to timber and/or metal (tacking) – to solid backgrounds by direct bonding (dot and dab).			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify and follow the installation quality requirements – check vertical and horizontal datum – establish the suitability of the existing substrate – ensure the use of an appropriate fixing regime – identify the location of, and work around, mechanical and electrical services – install and repair plasterboard linings to timber and metal (tacking) and by direct bonding to solid backgrounds (dot and dab) – form openings – recognise and determine when specialist skills and knowledge are required and report accordingly – work with, around and in close proximity to plant and machinery – use hand tools, portable power tools and equipment – work at height – use access equipment.			
		7.5	Describe how fire spreads through a building and how to impede it and protect the structure.			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 7: Installing Cavity Barriers to Floors and Ceilings in the Workplace

Level: 2

Unit type: Mandatory for Certificate Pathway 4

Guided Learning Hours: 120

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in the installation of cavity barriers to floors and ceilings in the workplace in the relevant sector of the industry.

Unit assessment requirements

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing cavity barriers to floors and ceilings	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 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 sources and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current guidance/regulations associated with the installation of cavity barriers.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing cavity barriers to floors and ceilings	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – in the workplace, 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when installing cavity barriers to floors and ceilings	3.1	Use health and safety control equipment safely and conform to the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing cavity barriers to floors and ceilings.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing cavity barriers to floors and ceilings in relation to the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – specific risks to health.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing cavity barriers to floors and ceilings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – local exhaust ventilation (LEV) – personal protective equipment (PPE) – respiratory protective equipment (RPE).			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

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 cavity barriers to floors and ceilings	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: – insulation, sealants, metal sections, fixings, fittings – hand tools, portable power tools and equipment.			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install cavity barriers to floors and ceilings.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing cavity barriers to floors and ceilings	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	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 installing cavity barriers to floors and ceilings	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 install cavity barriers to floors and ceilings to the required specification	7.1	Demonstrate the following work skills when installing cavity barriers to floors and ceilings: – measuring, marking out, fitting, finishing, positioning and securing.			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Install the following cavity barriers to floor and ceiling voids, including sealing around service penetrations, to given working instructions: – fire, smoke, sound and thermal.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify and follow the installation quality requirements – establish the suitability of the existing substrate – check vertical and horizontal datum – ensure the use of an appropriate fixing regime – identify the location of, and work around, mechanical and electrical services – install fire, smoke, sound and thermal cavity barriers to floor and ceiling voids – seal around trunking, duct work, cable trays, dampers and pipes – recognise and determine when specialist skills and knowledge are required and report accordingly – work with, around and in close proximity to plant and machinery – use hand tools, portable power tools and equipment – work at height – use access equipment.			
		7.5	Describe how fire spreads through a building and how to impede it and protect the structure.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.6	Describe the needs of other occupations and how to communicate effectively within a team when installing cavity barriers to floors and ceilings.			
		7.7	Describe how to maintain the tools and equipment used when installing cavity barriers to floors and ceilings.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 8: Erecting Fire Resisting Ceiling Systems in the Workplace

Level: 2

Unit type: Additional for Certificate Pathway 1

Guided learning hours: 190

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in the installation of fire resisting ceiling systems in the workplace in the relevant sector of the industry.

Unit assessment requirements

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting fire resisting ceiling systems	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	Describe different types of information, their sources and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification, manufacturers' information, official guidance, codes of practice, guidance documents and current regulations/guidance relating to erecting fire resisting ceiling systems in buildings.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when erecting fire resisting ceiling systems	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials 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, operative, vehicles and tools.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
		2.4	Describe the types of fire extinguishers available when erecting fire resisting ceiling systems and describe how and when they are used.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when erecting fire resisting ceiling systems	3.1	Use health and safety control equipment safely and comply with the methods of work and safety control measures to carry out the activity in accordance with current legislation and organisational requirements when erecting fire resisting ceiling systems.			
		3.2	Demonstrate compliance with given information and relevant legislation when erecting fire resisting ceiling systems in relation to the following: – safe use and storage and handling of access apparatus, working platforms and tools – safe use, storage and handling of materials – specific risks to health and the environment.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used relating to erecting fire resisting ceiling systems and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – local exhaust ventilation (LEV) – personal protective equipment (PPE) – respiratory protective equipment (RPE).			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
		3.6	Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with erecting fire resisting ceiling systems as relevant to the operations.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to erect fire resisting ceiling systems	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: – steel angles and channels, support systems and studs – framing materials, boards and insulation, fixings and fittings – hand tools, portable power tools and equipment.			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to measure quantity, length, area and wastage associated with the method and procedure to erect fire resisting ceiling systems.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when erecting fire resisting ceiling systems	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when erecting fire resisting ceiling systems	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	Describe the purpose of the work programme and explain why timescales and deadlines should be kept in relation to: – organisational procedures for reporting circumstances which will affect the work programme.			
7	Comply with the given contract information to erect fire resisting ceiling systems to the required specification	7.1	Demonstrate the following work skills when erecting fire resisting ceiling systems: – measuring, marking out, cutting, fitting, finishing, positioning and securing.			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Set out, erect and repair fire resisting ceiling systems to given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – understand the performance functions of a fire resisting ceiling, common failure points and the implications of incorrect installation – identify and follow the installation quality requirements – ensure the integrity and suitability of the substrate – set out, erect and secure fire resisting ceiling systems – carry out repairs to damaged fire resisting ceiling systems – understand the specific system components – understand the implications of the generic interfaces between systems types – provide for 'second fix' items – understand the requirements for the correct fire resistant finish – recognise and determine when specialist skills and knowledge are required and report accordingly – determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – work with, around and in close proximity to plant and machinery – direct and guide the operations and movement of plant and machinery			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			– use hand tools, portable power tools and equipment, ensuring electrical equipment has an appropriate portable appliance test (PAT) – work at height – use access equipment.			
		7.5	Describe the fire resisting requirements when erecting fire resisting ceiling systems.			
		7.6	Describe the needs of other occupations in the proximity of the working area and how to communicate effectively within a team when erecting fire resisting ceiling systems.			
		7.7	Describe how to maintain the tools and equipment used when erecting fire resisting ceiling systems.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 9: Installing and Relocating Modular Demountable Partition Systems in the Workplace

Level: 2

Unit type: Mandatory for Diploma Pathway 1

Guided learning hours: 160

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in the installation and relocation of modular demountable partition systems in the workplace in the relevant sector of the industry.

Unit assessment requirements

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing and relocating modular demountable partition systems	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 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 sources and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current guidance/regulations associated with installing and relocating modular demountable partition systems.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing and relocating modular demountable partition systems	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – in the workplace, 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when installing and relocating modular demountable partition systems	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing and relocating modular demountable partition systems.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing and relocating modular demountable partition systems in relation to the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – specific risks to health.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing and relocating modular demountable partition systems 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).			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

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 and relocate modular demountable partition systems	4.1	Select the required quantity and quality of resources for the methods of work to install and relocate modular demountable partition systems.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – panels, framing sections/track, glass, doors, ironmongery, mouldings, trims, fixings, fittings – hand tools, portable power tools and equipment.			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install and relocate modular demountable 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 and relocating modular demountable partition systems	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	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 installing and relocating modular demountable partition systems	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 install and relocate modular demountable partition systems to the required specification	7.1	Demonstrate the following work skills when installing and relocating modular demountable partition systems: – measuring, marking out, fitting, finishing, positioning and securing.			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Install and relocate modular demountable partition systems, including doors, trims/mouldings and junctions, to given working instructions.			
		7.4	Install glass panels and blinds.			

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: – identify and follow the installation quality requirements – check vertical and horizontal datum – establish the suitability of the existing substrate – ensure the use of an appropriate fixing regime – identify the location of, and work around, mechanical and electrical services – install and relocate modular demountable partition systems – hang doors; fix mouldings and trims; apply wall coverings; install glazing – recognise and determine when specialist skills and knowledge are required and report accordingly – work with, around and in close proximity to plant and machinery – use hand tools, portable power tools and equipment – work at height – use access equipment.			
		7.6	Describe how fire spreads through a building and how to impede it and protect the structure.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.7	Describe the needs of other occupations and how to communicate effectively within a team when installing and relocating modular demountable partition systems.			
		7.8	Describe how to maintain the tools and equipment used when installing and relocating modular demountable partition systems.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 10: Installing and Relocating Operable Partition Systems in the Workplace

Level: 2

Unit type: Mandatory for Diploma Pathway 2

Guided learning hours: 160

Unit summary

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

Unit assessment requirements

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing and relocating operable partition systems	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 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 sources and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and official guidance/regulations associated with installing and relocating operable partition systems.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing and relocating operable partition systems	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: – in the workplace, 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when installing and relocating operable partition systems	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing and relocating operable partition systems.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing and relocating operable partition systems in relation to the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – specific risks to health.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing and relocating operable partition systems and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – local exhaust ventilation (LEV) – personal protective equipment (PPE) – respiratory protective equipment (RPE).			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

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 and relocate operable partition systems	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: – track sections and associated support fixings, panels – fittings and fixings – hand tools, manual handling equipment, portable power tools and equipment.			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install and relocate operable 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 and relocating operable partition systems	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	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 installing and relocating operable partition systems	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 install and relocate operable partition systems to the required specification	7.1	Demonstrate the following work skills when installing and relocating operable partition systems: – measuring, marking out, fitting, finishing, positioning and securing.			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Install and/or relocate two of the following operable partition systems, to given working instructions: – sliding/folding wall – operable wall – non-acoustic glass wall – vertically rising wall – accordion wall.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify and follow the installation quality requirements – check vertical and horizontal datum – understand safe handling requirements for large and heavy panels – ensure safe use of serviceable mechanical handling equipment for large and heavy panels – ensure the suitability of the existing substrate and structural support has been confirmed – ensure the use of an appropriate fixing system – identify the location of, and work around, mechanical and electrical services – install sliding/folding wall, operable wall, non-acoustic glass wall, vertically rising wall and accordion wall operable partition systems including passdoors – recognise and determine when specialist skills and knowledge are required and report accordingly – work with, around and in close proximity to plant and machinery – direct and guide the operations and movement of plant and machinery – use hand tools, portable power tools and equipment – work at height – use access equipment.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.5	Describe how fire spreads through a building and how to impede it and protect the structure.			
		7.6	Describe the needs of other occupations and how to effectively communicate within a team when installing and relocating operable partition systems.			
		7.7	Describe how to maintain the tools and equipment used when installing and relocating operable partition systems.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 11: Installing and Relocating Glass Partition/Internal Screen Systems in the Workplace

Level: 2

Unit type: Mandatory for Diploma Pathway 3

Guided Learning Hours: 180

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in the installation and relocation of glass partition/internal screen systems in the workplace in the relevant sector of the industry.

Unit assessment requirements

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing and relocating glass partition/internal screen systems	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 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 sources and how they are interpreted in relation to: – drawings, specifications, schedules, method statement, risk assessments, manufacturers' information and official guidance/regulations governing buildings associated with installing and relocating glass partitioning systems.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing and relocating glass partition/internal screen systems	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: – in the workplace, 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when installing and relocating glass partition/internal screen systems	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing and relocating glass partition/internal screen systems.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing and relocating glass partition/internal screen systems in relation to the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – specific risks to health.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing and relocating glass partition/internal screen systems and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – local exhaust ventilation (LEV) – personal protective equipment (PPE) – respiratory protective equipment (RPE).			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

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 and relocate glass partition/internal screen systems	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: – panels, framing sections/track, glass, doors, ironmongery, trims, sealants, fitting and fixings – hand tools, portable power tools and equipment.			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install and relocate glass partition/internal screen systems.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing and relocating glass partition/internal screen systems	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	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 installing and relocating glass partition/internal screen systems	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 install and relocate glass partition/internal screen systems to the required specification	7.1	Demonstrate the following work skills when installing and relocating glass partition/internal screen systems: – measuring, marking out, fitting, finishing, positioning and securing.			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Install and relocate three of the following non-fire rated and/or fire rated glass partition/internal screen systems, including glass, trims and mouldings, doorsets and ironmongery, to given working instructions: – frameless glazed – framed glazed – factory fabricated – internal curtain wall.			
		7.4	Apply sealants.			
		7.5	Demonstrate the safe handling of large framed components and glass panes.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.6	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify and follow the installation quality requirements – check vertical and horizontal datum – confirm that the appropriate fire, acoustic and structural tests have been carried out – ensure the suitability of the existing substrate – ensure the use of an appropriate fixing system – identify the location of, and work around, mechanical and electrical services – install non-fire rated and/or fire rated frameless glazed, framed glazed, factory fabricated and internal curtain wall systems – install toughened glass, laminated glass, fire rated glass and double glazed units – install trims and mouldings, doorsets, aluminium frames and ironmongery – install blinds and manifestations – apply sealant – carry out repairs – dismantle and relocate glass partition/internal screen systems – understand handling requirements for large and heavy panels			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			– handle toughened, laminated and fire rated glass and double glazed units – use serviceable mechanical and non-mechanical handling equipment for large and heavy panels – recognise and determine when specialist skills and knowledge are required and report accordingly – work with, around and in close proximity to plant and machinery – direct and guide the operations and movement of plant and machinery – use hand tools, portable power tools and equipment – work at height – use access equipment – use fall arrest systems.			
		7.7	Describe how fire spreads through a building and how to impede it and protect the structure.			
		7.8	Describe the needs of other occupations and how to effectively communicate within a team when installing and relocating glass partition/internal screen systems.			
		7.9	Describe how to maintain the tools and equipment used when installing and relocating glass partition/internal screen systems.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 12: Installing Dry Lining Systems in the Workplace

Level: 2

Unit type: Mandatory for Diploma Pathway 4

Guided learning hours: 160

Unit summary

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

Unit assessment requirements

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing dry lining systems	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 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 sources and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current guidance/regulations associated with installing dry lining systems.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing dry lining systems	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – in the workplace, 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when installing dry lining systems	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing dry lining systems.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing dry lining systems in relation to the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – specific risks to health.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing dry lining systems, 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 working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

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 systems	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: – panels, plasterboards, metal sections, timber battens, fixings, fittings – hand tools, portable power tools and equipment.			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install dry lining 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 systems	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	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 installing dry lining systems	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 install dry lining systems to the required specification	7.1	Demonstrate the following work skills when installing dry lining systems: – measuring, marking out, fitting, positioning and securing.			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Install the following, including fixing deflection heads, forming openings and junctions, and carrying out repairs, to given working instructions: – metal stud partitions – metal furring ceilings – framed wall linings – framed and frameless beam and column encasement systems.			
		7.4	Install at least two of the following systems to given working instructions, including fixing deflection heads, forming openings and junctions, and carrying out repairs: – twin walls – staggered studs – service shaft partitions – curved walls – walls over three metres high.			

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: – identify and follow the installation quality requirements – check vertical and horizontal datum – establish the suitability of the existing substrate – identify the location of, and work around, mechanical and electrical services – ensure the use of an appropriate fixing regime – fix deflection heads – install dry lining systems including metal stud partitions, metal furring ceilings, wall linings, framed and frameless beam and column encasement systems – form openings and junctions – repair damaged partitions and ceilings – install twin walls, staggered studs and service shaft partitions – form and install curved walls – install walls over three metres high – recognise and determine when specialist skills and knowledge are required and report accordingly – work with, around and in close proximity to plant and machinery – use hand tools, portable power tools and equipment – work at height – use access equipment.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.6	Describe how fire spreads through a building and how to impede it and protect the structure.			
		7.7	Describe the needs of other occupations and how to communicate effectively within a team when installing dry lining systems.			
		7.8	Describe how to maintain the tools and equipment used when installing dry lining systems.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 13: Installing, Removing and Relocating Raised Access Flooring Systems in the Workplace

Level: 2

Unit type: Mandatory for Diploma Pathway 5

Guided learning hours: 150

Unit summary

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

Unit assessment requirements

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing, removing and relocating raised access flooring systems	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 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 sources and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current guidance/regulations associated with installing, removing and relocating raised access flooring systems.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing, removing and relocating raised access flooring systems	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – in the workplace, 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when installing, removing and relocating raised access flooring systems	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing, removing and relocating raised access flooring systems.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing, removing and relocating raised access flooring systems in relation to the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – specific risks to health.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing, removing and relocating raised access flooring systems, 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 working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

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, remove and relocate raised access flooring systems	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: – flooring system components, skirting, perimeter strips, timber, timber-based sheet material, fire barriers, fixings, fittings – adhesives, sealants, floorcoverings – hand tools, portable power tools and equipment.			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and method of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install, 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 installing, removing and relocating raised access flooring systems	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	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 installing, removing and relocating raised access flooring systems	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 install, remove and relocate raised access flooring systems to the required specification	7.1	Demonstrate the following work skills when installing, removing and relocating raised access flooring systems: – measuring, marking out, removing, fitting, finishing, positioning and securing.			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Install, remove and relocate the following to given working instructions: – proprietary raised access flooring systems (including fire barriers, ramps, steps, handrails) – mouldings.			

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: – identify and follow the installation quality requirements – establish the suitability of the existing substrate – check vertical and horizontal datum – prepare the background surface (apply sealants, damp-course membranes, tanking and bunding) – carry out any repairs and modifications – identify the location of, and work around, mechanical and electrical services – ensure the use of an appropriate fixing regime – form openings for grilles and outlet boxes to raised access flooring systems – install raised access flooring systems with fire barriers, ramps, steps and handrails – remove and reinstall raised access flooring systems with fire barriers, ramps and steps, handrails and re-form openings for grilles and outlet boxes – fix plastic and timber skirting – install floorcoverings to door wells, ramps, steps and upstands – recognise and determine when specialist skills and knowledge are required and report accordingly – work with, around and in close proximity to plant and machinery			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			– use hand tools, portable power tools and equipment – use access equipment.			
		7.5	Describe how fire spreads through a building and how to impede it and protect the structure.			
		7.6	Describe the needs of other occupations and how to communicate effectively within a team when installing, removing and relocating raised access flooring systems.			
		7.7	Describe how to maintain the tools and equipment used when installing, removing and relocating raised access flooring systems.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 14: Installing Acoustic Flooring in the Workplace

Level: 2

Unit type: Mandatory for Diploma Pathway 6

Guided learning hours: 150

Unit summary

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

Unit assessment requirements

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

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, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their sources and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, and current guidance/regulations associated with installing acoustic flooring.			

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 regarding potential accidents, health hazards and the environment whilst working: – in the workplace, 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when installing acoustic flooring	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing acoustic flooring.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing acoustic flooring in relation to the following: – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – specific risks to health.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing acoustic flooring, 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 working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

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, underlays and fixing systems – humidity testing equipment – hand tools, portable power tools and equipment.			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, 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	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 installing acoustic flooring	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 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	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Prepare the area and install acoustic flooring to given working instructions relating to: – cradle or support systems – perimeter strips – overlay(s) – underlay(s) – quilt insulation.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify and follow the installation quality requirements – identify the location of, and work around, mechanical and electrical services – assess installation area for level – identify sequence of installation with other operations – identify substrate type – identify vertical and horizontal datum and set out – check humidity is within specified limits – understand the effects of humidity on acoustic flooring components – ensure the use of an appropriate fixing regime – lay cradles or support system – make adjustments for height and level – install insulation – install perimeter strips – install overlays and underlays – use levelling tools and equipment – install acoustic flooring – recognise and determine when specialist skills and knowledge are required and report accordingly – work with, around and in close proximity to plant and machinery – use hand tools, portable power tools and equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			– work at height – use access equipment.			
		7.5	Describe how fire spreads through a building and how to impede it and protect the structure.			
		7.6	Describe the needs of other occupations and how to effectively communicate within a team when installing acoustic flooring.			
		7.7	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*)

Unit 15: Erecting Fire Resisting Walls and Wall Linings in the Workplace

Level: 2

Unit type: Mandatory

Guided learning hours: 170

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 erecting of fire resisting walls and wall linings in the workplace.

Unit assessment requirements

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting fire resisting walls and wall linings	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification, 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification, manufacturers' information, official guidance, Codes of Practice, guidance documents and current regulations/guidance relating to erecting fire resisting walls and wall linings in buildings.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when erecting fire resisting walls and wall linings	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials 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, operative, vehicles and tools.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
		2.4	Describe the types of fire extinguishers available when erecting fire resisting walls and wall linings and describe how and when they are used.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when erecting fire resisting walls and wall linings	3.1	Use health and safety control equipment safely and comply with the methods of work and safety control measures to carry out the activity in accordance with current legislation and organisational requirements when erecting fire resisting walls and wall linings.			
		3.2	Demonstrate compliance with given information and relevant legislation when erecting fire resisting walls and wall linings in relation to the following: – safe use and storage and handling of access apparatus, working platforms and tools – safe use, storage and handling of materials – specific risks to health and the environment.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to erecting fire resisting walls and wall linings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – local exhaust ventilation (LEV) – personal protective equipment (PPE) – respiratory protective equipment (RPE).			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
		3.6	Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with erecting fire resisting walls and wall linings as relevant to the operations.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to erect fire resisting walls and wall linings	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: – steel angles, channels and studs – framing materials, boards and insulation, fixings, fittings – hand tools, portable powered, tools and equipment.			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to measure quantity, length, area and wastage associated with the method and procedure to erecting fire resisting walls and wall linings.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when erecting fire resisting walls and wall linings	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	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 erecting fire resisting walls and wall linings.	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	Describe the purpose of the work programme and explain why timescales and deadlines should be kept in relation to: – 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 erect fire resisting walls and wall linings to the required specification	7.1	Demonstrate the following work skills when erecting fire resisting walls and wall linings: – measuring, marking out, cutting, fitting, finishing, positioning and securing.			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Set out, erect and/or repair fire resisting framework walls and wall linings to given working instructions.			
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – understand the performance functions of a fire wall, common failure points and the implications of incorrect installation – identify and follow the installation quality requirements – understand the specific system components – understand the implications of the generic interfaces between systems types – ensure the integrity and suitability of the substrate – set out and erect fire resisting framework walls and wall linings – repair fire resisting walls and wall linings – form joints to structures and openings – provide for 'second fix' items – install deflection head details			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			– understand the requirements for the correct fire resistant finish – recognise and determine when specialist skills and knowledge are required and report accordingly – recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance – work with, around and in close proximity to plant and machinery – direct and guide the operations and movement of plant and machinery use hand tools, portable power tools and equipment ensuring electrical equipment has an appropriate portable appliance test (PAT) – work at height – use access equipment.			
		7.5	Describe the fire resisting requirements when erecting fire resisting walls and wall linings.			
		7.6	Describe the needs of other occupations in the proximity of the working area and how to communicate effectively within a team when erecting fire resisting walls and wall linings			
		7.7	Describe how to maintain the tools and equipment used when erecting fire resisting walls and wall linings.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

12 Further information and useful publications

Key publications

- *Access Arrangements and Reasonable Adjustments* (Joint Council for Qualifications)
- *Centre Guidance: Dealing with Malpractice* (Pearson)
- *Centre Guide to Quality Assurance Pearson NVQ/SVQ and Competence-based Qualifications* (Pearson)
- *Collaborative and Consortium Arrangements for the Delivery of Vocational Qualifications Policy* (Pearson)
- *Delivery Guidance and Quality Assurance Requirements for NVQ/SVQ and Competence-based Qualifications* (Pearson)
- *Enquiries and appeals about Pearson vocational qualifications and end point assessments policy* (Pearson)
- *Equality, diversity and inclusion policy* (Pearson)
- *Guide for Centres to Enrolling onto Qualifications* (Pearson)
- *Quality Assurance Handbook BTEC Apprenticeship* (Pearson)
- *Recognition of prior learning policy and process* (Pearson)
- *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* (Joint Council for Qualifications)
- *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units* (Pearson)
- *UK Information Manual* (Pearson)
- *Use of languages in qualifications policy* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of SVQ/Competence-based qualifications are available on our website.

To order publications, please go to the resources page of our website.

For books, software and online resources for UK schools and colleges, please go to: www.pearsonschoolsandfecolleges.co.uk

13 Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

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

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

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, is responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions, actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com/en/support/contact-us.html

Online support: find the answers to your questions in *Knowledge Base*, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need, please send us your query and our qualification or administrative experts will get back to you.

14 Contact us

To get in touch with us, please visit our 'Contact us' pages for Pearson Work-Based Learning customers:

http://qualifications.pearson.com/en/support/support-for-you/work-based-learning/contact-us.html

Annexe A: Assessment strategy

Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs)

Introduction

This assessment strategy[1] provides principles and guidance to awarding organisations so the assessment of units within qualifications denoted as NVQs in the [2]Regulated Qualification Framework (RQF) and SVQs in the Scottish Credit and Qualification Framework (SCQF) is valid, effective and consistent, and has credibility across the Construction and Built Environment sector. This is a consolidated ConstructionSkills assessment strategy covering construction and the built environment – craft, operative, supervisory, technical, managerial and professional NVQs and SVQs.

These principles are in addition to the requirements that awarding organisations must meet for the delivery of qualifications as required by the qualification regulators' documentation.

This Consolidated Assessment Strategy provides the overarching principles as systems may vary from one awarding organisation to another. Awarding organisations must consistently put these principles into practice.

Appendix A provides guidance to help awarding organisations incorporate relevant parts of these principle requirements in their documentation.

Appendix B provides additional information on assessment guidance for awarding organisations relevant to specific NVQ or SVQ qualifications and units.

Appendix C provides guidance on the use of simulation; it is an SSC's responsibility to define the acceptability of evidence from simulation in the context of National Occupational Standards and NVQs/SVQs. Simulation will usually apply only as a result of one or more of the listed constraints.

Appendix D provides guidance on Scottish Vocational Qualifications at SCQF Level 6 and related industry Skills Tests.

Awarding organisations must make this strategy and the appendices available to assessors, verifiers, candidates and assessment centres.

[1] *Please note that there is now a separate Assessment Strategy for Construction and the Built Environment – Plant and Lifting Operations. This assessment strategy will also apply where plant or lifting units, sourced from the Plant Operations or Controlling Lifting Operations' suite of units, are used in other NVQs and SVQs.*

[2] *Please note that the Consolidated Assessment Strategy will also apply to existing learners currently registered to the Qualifications and Credit Framework (QCF) until they achieve their qualification.*

Principles

1 External quality control of assessment

1.1 Awarding organisations must use risk management for external quality control of assessment. They must evaluate all external verification reports and other data relating to assessment centres. Awarding organisations must address any risks relating to quality control, considering the sector assessment strategy requirements for:

- workplace evidence
- the use of simulation
- the occupational competence of assessors and verifiers.

1.2 The monitoring and standardisation of assessment decisions must be achieved by robust and strong internal and external verification systems that meet the requirements of the qualification regulators' documentation.

1.3 Awarding organisations must be members of the sector's Built Environment Awarding Body Forum. Members will be expected to provide feedback on NOS, NVQs or SVQs, including aspects informing incremental change.

1.4 The Forum will, in respect of this strategy:

- build on the good relationships with awarding organisations
- provide opportunities to identify and address particular issues of external quality control
- contribute to improving quality and consistency
- support awarding organisations to monitor assessment centres' performance to identify areas and levels of risk
- provide information and statistics about take-up and completion, as well as trends and developments that can be used by ConstructionSkills and awarding organisations to identify any problem areas and agree remedial action
- discuss matters concerning quality assurance, as well as providing the opportunity to identify issues arising from implementation of NOS and related vocational qualifications
- inform the continuous improvement of NOS and awards derived from them
- identify and share best practices to build a whole-industry approach to pursue excellence in education and work-based learning and assessment process to achieve competence.

1.5 Awarding organisations and their partners, assessment centres, verifiers and assessors must maintain robust and transparent operational arrangements. They must preserve independence in assessment, certification and quality assurance

processes. Awarding organisations must ensure clear separation of their NVQ/SVQ assessment responsibilities from their industry, training, membership, certification, accreditation and commercial interests and resolve any conflicts of interest.

1.6 Where e-assessment is used, it must meet the requirements of the qualification regulators' documentation.

2 Aspects to be assessed through performance in the workplace

2.1 Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This includes naturally occurring documentary evidence (hard copy and electronic), direct observation of activities and witness testimony as relevant. ConstructionSkills' National Working Groups will specify any exceptions to this position (see section 3).

Workplace evidence must be supported by the required evidence of knowledge and understanding. This evidence may be identified by:

- questioning the candidate
- recognised industry education and training programme assessment or professional interview assessment that has been matched to NOS requirements
- performance evidence.

2.2 A holistic approach towards the collection of evidence should be encouraged. The focus should be on assessing activities generated by the whole work experience rather than on specific tasks. This would show how evidence requirements could be met across the qualification to make the most efficient use of evidence. Appendix A suggests standard evidence notes for awarding organisations.

3 How simulated working conditions may be used to assess competence

3.1 Simulations (designed situations for producing artificially generated evidence) may be used only where candidates are prevented from gathering direct evidence from the workplace in the normal way because:

- there are hazards
- it is difficult to distinguish individual performance in team situations
- circumstances occur infrequently or long-term results are involved
- confidentiality is important
- there are organisational constraints.

3.2 Any instances where simulation is considered to be acceptable as an alternative (to direct workplace evidence) means of generating evidence will be determined by the relevant ConstructionSkills National Working Group and stated in the unit. Appendix A suggests standard evidence notes for awarding organisations.

3.3 The ConstructionSkills National Working Group will determine and specify the required realistic working environment and context to be adopted. This could include appropriate:

- tools, equipment and instruments
- materials
- types of contingencies
- standards and quality specifications
- real timescales
- quantities of work
- physical conditions
- relationships with people
- types of interaction
- communication methods and media
- information and data.

3.4 Where simulated evidence is stated as acceptable in the unit, the circumstances and requirements for the simulation need to be confirmed by discussions between the candidate and the assessor. These are then agreed by the internal and external verifiers.

3.5 Where other standard setting bodies' units are imported into a ConstructionSkills suite, the evidence requirements of the originating body will be adopted and specified.

4 Occupational expertise requirements for assessors and verifiers

4.1 Awarding organisations must ensure that **assessors**:

4.1.1 have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed. This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement or references
- a relevant NVQ/SVQ or vocationally-related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

4.1.2 have sufficient occupational expertise so they have up-to-date experience, knowledge and understanding of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements

4.1.3 assess only in their acknowledged area of occupational competence

4.1.4 have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy (this document)

4.1.5 are prepared to participate in activities for their continued professional development

4.1.6 hold, or are working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment':

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment
- RQF/QCF Level 3 Award in Assessing Vocationally Related Achievement
- RQF/QCF Level 3 Certificate in Assessing Vocationally Related Achievement
- RQF/QCF Level 3 Certificate in Assessing Vocational Achievement
- an appropriate assessor qualification in the SCQF as identified by SQA Accreditation

or hold one of the following:

  - A1 Assess candidates using a range of methods
  - D32/33 Assess candidate performance, using differing sources of evidence.

Holders of A1 and D32/33 must assess to the current NOS for Learning and Development.

In Scotland, approval for exemptions must be obtained from SQA Accreditation.

4.2 Awarding organisations must ensure that **internal verifiers**:

4.2.1 have sufficient, verifiable, relevant up-to-date experience, knowledge and understanding of the occupational working area at, or above, the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about assessors' processes and decisions. Internal verifiers' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement or references
- a relevant NVQ/SVQ or vocationally related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

4.2.2 have expertise so they have up-to-date experience, knowledge and understanding of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements

4.2.3 have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy (this document)

4.2.4 are prepared to participate in activities for their continued professional development

4.2.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment':

- RQF/QCF Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- RQF/QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- an appropriate internal verifier qualification in the SCQF as identified by SQA Accreditation

or hold one of the following:

- V1 Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process

Holders of V1/D34 must quality assure to the current NOS for Learning and Development.

It is strongly recommended that within the role of internal quality assurance, one of the following qualifications is held:

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment
- RQF/QCF Level 3 Certificate in Assessing Vocational Achievement
- an appropriate assessor qualification in the SCQF as identified by SQA Accreditation or one of the following:
    - A1 Assess candidates using a range of methods
    - D32/33 Assess candidate performance, using differing sources of evidence.

4.3 Awarding organisations must ensure that **external verifiers:**

4.3.1 have sufficient, verifiable, relevant experience, knowledge and a broad understanding of the occupational working area at, or above, the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about internal verification and assessment processes and decisions. External verifiers' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement or references
- a relevant NVQ/SVQ or vocationally related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

4.3.2 have sufficient expertise so they have up-to-date experience, knowledge and understanding of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements

4.3.3 have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy (this document)

4.3.4 are prepared to participate in activities for their continued professional development

4.3.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment':

- RQF/QCF Level 4 Award in the External Quality Assurance of the Assessment Process and Practice
- RQF/QCF Level 4 Certificate in Leading the External Quality Assurance of Assessment
- an appropriate external verifier qualification in the SCQF as identified by SQA Accreditation

or hold one of the following:

· V2 Conduct external quality assurance of the assessment process

· D35 Externally verify the assessment process

Holders of V2/D35 must quality assure to the current NOS for Learning and Development.

It is strongly recommended that within the role of External Quality Assurance one of the following qualifications is held at Level 3 and Level 4.

Level 3:

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment
- RQF/QCF Level 3 Certificate in Assessing Vocational Achievement
- an appropriate assessor qualification in the SCQF as identified by SQA Accreditation or one of the following:
  - A1 Assess candidates using a range of methods
  - D32/33 Assess candidate performance, using differing sources of evidence.

Level 4:

- RQF/QCF Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- RQF/QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- an appropriate internal verifier qualification in the SCQF as identified by SQA Accreditation
- V1 Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process.

4.4 Selection and appointment of **assessors and verifiers**

All applicants should be advised that they may be interviewed. Applicants' CVs should be profiled against the activities and range of the NVQ/SVQ(s) they will assess/verify to check that the applicant has the relevant current experience, knowledge and understanding of the occupational working area:

- at, or above, the level they will be assessing
- of sufficient depth to credibly verify judgements and assessments
- to uphold the integrity of the NOS and this Consolidated Assessment Strategy. All assessors should have experience as well as, not in lieu of, qualifications.

Where there seem to be gaps in a potentially suitable applicant's experience and knowledge, the applicant should be interviewed. Successful applicants' CVs, profiling, reasons for not needing to interview and interview records should be available for audit.

Appendix A

ConstructionSkills' standard evidence notes for awarding organisations

These guidance notes have been produced to ensure consistency in interpreting the principles set out in sections 2 and 3 of the ConstructionSkills Assessment Strategy. The notes should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for construction and built environment – craft, supervisory, technical, managerial and professional NVQs/SVQs. The following general standard notes are strongly recommended for adoption by awarding organisations in their assessment specification.

Standard note 1:

'Taken as a whole, the evidence must show that the candidate consistently meets all the following performance criteria/learning outcomes and assessment criteria across the scope/range.'

Standard note 2:

'There must be workplace evidence against each performance criterion/learning outcome and assessment criterion. Where the workplace evidence does not cover the whole scope/range, knowledge evidence must be provided to cover the remaining items of scope/range for each relevant performance criterion/learning outcome and assessment criterion.'

Standard note 3:

'Knowledge evidence may be established from questioning the candidate, or from industry recognised industry education and training programme assessment, or professional interview assessment, that has been matched to the requirements of the National Occupational Standards. Such assessments should also have their own independent external assessment, moderation or verification. A candidate's knowledge and understanding can also be demonstrated through presented performance evidence.'

Standard note 4: Either:

'Simulations are not considered to be acceptable for producing this evidence.'

Or:

'Simulations are considered to be an acceptable alternative for producing evidence for the following item(s) which is/are considered to be rare/infrequent, but key/critical to demonstrating competence. The following realistic working environment and context must be adopted for the simulation, with appropriate: tools, equipment and instruments; materials; types of contingencies; standards and quality specifications; real timescales; quantities of work; physical conditions; relationship with people; type of interaction; communication methods and media; information and data.' [*include as appropriate]*

See also Annex C: 'Guidance on the use of simulation', which also includes guidance on the acceptable use and characteristics of simulation within NVQs/SVQs during the current economic climate.

Appendix B

Additional information on assessment guidance for awarding organisations relevant to specific NVQ or SVQ qualifications and units

The information below should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for Construction and Built Environment NVQs and SVQs. The following guidance is strongly recommended for adoption by awarding organisations in their assessment methodology.

Additional information on the assessment of CITB NVQ units only

- CITB NVQ Unit Ref: 641 – Assessment Criteria 2.3 and 2.4
    - 2.3 – 'List the current Health and Safety Executive top ten safety risks' should be assessed as 'List the current common safety risks'.
    - 2.4 - 'List the current Health and Safety Executive top five health risks' should be assessed as 'List the current common health risks'.
- All CITB NVQ units – Assessment Criterion 1.4
    - 1.4 – 'State why and when health and safety control equipment, identified by the principles of protection' should be assessed as 'State why and when health and safety control equipment, identified by the principles of prevention'.

Thermal Insulation NVQ and SVQ units and qualifications

- Training providers offering Thermal Insulation NVQ and SVQ units and qualifications:
    - must ensure that their Thermal Insulation assessors are registered with the Thermal Insulation Contractor Association (TICA) and are thermal installation installers with at least five years' verifiable, relevant, current industry experience, knowledge and understanding of the occupational area at, or above, the level being assessed. This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:
        - curriculum vitae and employer endorsement
        - references
        - a relevant NVQ/SVQ or vocationally related qualification
        - interview

      (The verification process must be recorded and available for audit)
    - will provide opportunities to identify and address particular issues of external control, including the assessment of Thermal Insulation NVQ/SVQ qualifications and Apprenticeship Standards.

Appendix C

Guidance on the use of simulation

Introduction

National Occupational Standards are developed by Sector Skills Councils (SSCs) and describe the level of occupational competence required of a particular job role. NOS are then used to build National and Scottish Vocational Qualifications (NVQs/SVQs) that are competence-based qualifications and demand assessment in a workplace environment.

Assessment of NVQs/SVQs through simulation is indicated where the achievement of valid and reliable assessment calls for evidence of performance under workplace conditions, but where it will be difficult to assess through normal working practice. This will usually apply as a result of one or more of the following constraints:

- activities which are inherently hazardous and where mistakes made in carrying them out would pose unacceptable risks to the candidate, other people, animals or property (e.g. electricity and gas sectors, fire service, etc.)
- the costs incurred would be unacceptably high if mistakes were made during an activity and a candidate would therefore be required to 'prove' competence before progressing onto the actual work (e.g. handling rare or precious objects)
- situations where the qualities and outcomes of the candidate's behaviour are almost impossible to distinguish from those of their peers or colleagues, making authenticity uncertain (e.g. in some teamwork contexts)
- activities or situations which are sufficiently rare (e.g. where processes, such as a 'shut- down', may occur on an annual basis only)
- when the collection and/or review of evidence of workplace performance would intrude unacceptably on personal privacy or confidentiality, or would significantly alter the nature of an interaction or relationship (e.g. in some healthcare settings)
- a requirement to work with new techniques and/or work practices which may not be available in all workplaces.

Where permitted, simulation can take one or a combination of the two following forms:

- the candidate is presented with an activity to perform using equipment and/or in a location which replicates that found in the workplace
- the candidate is presented with a situation to which they must respond, taking and playing the role they would expect to play in the workplace.

It is an SSC's responsibility to define the acceptability of evidence from simulation in the context of NOS and NVQs/SVQs. The ConstructionSkills Consolidated Assessment Strategy provides this guidance.

Guidance on the acceptable use and characteristics of simulation within NVQs/SVQs during the current economic climate

During the UK's economic recession, ConstructionSkills had implemented flexibilities relating to simulation of NVQs/SVQs for displaced apprentices, and although there were small signs of a recovery in 2014, ConstructionSkills agreed to extend those flexibilities for a further 12 months.

Once the construction industry had shown definite signs of growth, those flexibilities were withdrawn on 31 March 2015. However, for apprentices registered before 1 January 2015, the flexibilities will remain in place until their completion date.

Therefore **only** for apprentices who registered before 1 January 2015 the following can apply.

In situations where a displaced or employed apprentice (this does not apply to full-time learners) will not be able to demonstrate evidence in the workplace within an acceptable time span, awarding bodies can arrange with their centres to apply the following principles:

1 Units cannot be assessed using simulation alone – there must be some supporting work-based evidence.

2 A centre's strategy for simulation must be examined and approved by the external verifier.

3 The location and environment of simulation must be agreed with the internal verifier prior to taking place and must be checked by the internal verifier.

4 The **nature of the contingency** and the **physical environment must be realistic** and candidates should not be given any indication as to exactly what contingencies they may come across.

5 All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess, and all simulations must follow these documented plans.

6 There should be a range of simulation to cover the same aspect of the unit so that the risk of candidates successfully colluding is reduced.

7 All simulation must reflect the urgency with which the activity would normally be carried out and the normal time needed to complete it, including the usual complexity of factors affecting the activity.

8 All simulation should involve the same personnel as would normally be included (e.g. bricklayer, supervisor, labourer, etc.) and also similar realistic facilities.

9 Any instances of insufficient work-based evidence must be supported by adequate supplementary evidence, which might include questioning, interviews with professional discussion, work projects, case studies, special assignments, self-testimony.

ConstructionSkills would strongly recommend that centres explore strategies with the candidate's employers for obtaining work-based evidence before considering the use of simulation. Examples might include using Group Training Associations, thereby carrying out real jobs within the college/training centre, and/or involvement with community projects.

Group Training Association (GTA) is the government term for a training group which also shares apprentices. The GTA model is where a number of like-minded employers come together to create a separate business entity, which sources appropriate training and delivers apprenticeships by providing work experience across the range of engaged businesses.

Appendix D

Guidance on Scottish Vocational Qualifications at SCQF Level 6 and related industry Skills Tests

1 Introduction

This appendix refers only to the SVQs in the following craft areas at SCQF Level 6:

- Bricklaying
- Carpentry and Joinery
- Floorcovering
- Painting and Decorating
- Plastering
- Roofing Occupations
- Stonemasonry
- Wall and Floor Tiling
- Woodmachining

An industry Skills Test Unit is included in the SVQ structures and involves the candidate attending a competence assessment in the final six months of the delivery of the SVQ. Successful achievement of this Skills Test/SVQ demonstrates that the learner has sufficient technical expertise, knowledge and skill to meet the expectations of employers in terms of occupational competence.

The occupational competence of learners must be assessed in accordance with industry requirements as prescribed in National Occupational Standards and Skills Test criteria available from CITB.

Learners should not be put forward for their Skills Test until they are deemed ready to be assessed as competent.

Simulation must take place for the industry Skills Test units. The activities that will be undertaken should demonstrate competence in these craft areas, as contained within each Skills Test criterion.

2 Industry Skills Test

The industry Skills Test is the final part of the assessment process for the SVQ. Each craft occupation will have its own arrangements developed by the awarding organisation which will be compliant with the Skills Test criteria.

Details of these assessments will be based on industry recommendations and will be developed by the awarding organisation. Each awarding organisation shall ensure a nationally consistent approach to Skills Testing for the industry/ occupation concerned.

3 Arrangements to be made between Skills Test providers and awarding organisations

3.1 The Skills Test is part of the assessment process/requirements for the qualification structures identified in this appendix. It is to be conducted at the end of the assessment process to confirm occupational competence.

3.2 Each industry will have its own requirements which are compatible with and reflect their particular necessities in terms of assessing occupational competence within the Skills Test criteria. The arrangements will be agreed by awarding organisations and delivering centres accordingly.

3.3 The purpose of these arrangements is to define the roles and responsibilities of the awarding organisations and centres involved with facilitating, managing and administering the Skills Tests for each industry.

3.4 These arrangements relate only to the SVQs listed in this appendix of the assessment strategy or their revisions/replacements as determined by CITB.

4 Roles and responsibilities

4.1 The Skills Test criteria will be determined by CITB in partnership with industry employers and the Skills Test specifications/assessments will be determined by the awarding organisations.

4.2 The Skills Test venues and facilities will be provided by awarding organisations' approved centres and comply with the requirements identified in the Skills Test criteria and specifications developed by awarding organisations.

4.3 Awarding organisation external verifiers (EVs) will be responsible for quality assuring the assessment materials and marking guidance in accordance with the awarding organisation's compliance requirements. CITB will provide awarding organisations with a summary of the principles of the Skills Test marking regime and criteria as examples of best practice in terms of its integrity, robustness and consistency.

4.4 CITB will be responsible for the maintenance of the Skills Test criteria.

5 Currency of these arrangements

It is expected that the currency of these arrangements will match with the accreditation period of the qualifications, or units therein as relevant. CITB, in partnership with the awarding organisations, will review the arrangements biannually or as appropriate, subject to any revisions to the qualifications.

6 Occupational expertise requirements for industry Skills Test assessors and industry expert witnesses

6.1 Awarding organisations must ensure that assessors meet the occupational expertise requirements as detailed in section 4.1 of the Assessment Strategy.

The assessor's role is to uphold the integrity and standards during the test and to make judgement and final assessment decisions after the test. Final assessment decisions should be accurately recorded for evidence (including photographic).

6.2 Skills Test industry expert witnesses:

- must not employ any of the candidates involved in the Skills Test to ensure an independent observation
- must have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area being assessed. This must be of sufficient depth to be effective and reliable when observing the marking of the Skills Test. Expert witnesses' experience, knowledge and understanding could be verified by any of the following:
    - curriculum vitae
    - references
    - possession of a relevant vocationally related qualification
    - corporate membership of a relevant professional institution
    - interview
- must observe only in their acknowledged area of occupational competence
- have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and this appendix
- are prepared to participate in training activities for their continued professional development.

6.3 Selection and appointment of Skills Test industry expert witnesses

All applicants should be advised that they may be interviewed. Applicants' CVs should be profiled against the activities and range of the occupational area they will observe, to check that the applicant has the relevant current experience, knowledge and understanding of the occupational working area. This should be of sufficient depth to credibly verify judgements and assessments to uphold the integrity of the NOS and this Consolidated Assessment Strategy. While expert witnesses cannot accredit the final award of the Skills Test, if they disagree with the assessment decision made by the assessor, they can appeal directly to the awarding organisation.

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