

Specification

Edexcel NVQ/competence-based
qualifications

**Edexcel Level 1 NVQ Diploma in Plastering
(Construction) (QCF)**

**Edexcel Level 2 NVQ Diploma in Plastering
(Construction) (QCF)**

For first registration August 2010

Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications include NVQs, Apprenticeships, Work Skills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

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Qualification titles covered by this specification

This specification gives you the information you need to offer the Edexcel qualifications in Plastering:

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
Edexcel Level 1 NVQ Diploma in Plastering (Construction) (QCF)	500/9412/9	01/08/2010
Edexcel Level 2 NVQ Diploma in Plastering (Construction) (QCF)	500/9413/0	01/08/2010

These qualifications have been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualification Accreditation Number (QAN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

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

These titles replace the following qualifications from 1st August 2010:

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
Edexcel Level 2 NVQ in Plastering	100/5588/5	01/09/2005

Key features of the Edexcel qualifications in Plastering

These qualifications:

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

The Edexcel Level 2 NVQ Diploma in Plastering (Construction) (QCF) has been approved as a component for the ConstructionSkills Apprenticeship framework.

What is the purpose of these qualifications?

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

Who are these qualifications for?

These qualifications are for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

What are the benefits of these qualifications to the learner and employer?

These qualifications allow learners to demonstrate competence against National Occupational Standards which are based on the needs of the Construction industry as defined by ConstructionSkills, the Sector Skills Council. As such they contribute to the development of skilled labour in the sector. The Edexcel Level 2 NVQ Diploma in Plastering (Construction) (QCF) may contribute towards the competence element of an Apprenticeship.

What are the potential job roles for those working towards these qualifications?

- Plasterer

What progression opportunities are available to learners who achieve these qualifications?

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

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 1 NVQ Diploma in Plastering (Construction) (QCF)?

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

To achieve the Edexcel Level 1 NVQ Diploma in Plastering (Construction) learners must complete all units in Group A to obtain 27 credits, and a minimum of one unit in Group B to give a minimum of 38 credits in total.

A – Mandatory units

Credit value required: minimum 27.

F/600/7138 – Conforming to general safety in the workplace

J/600/7142 – Moving and handling resources in the workplace

D/600/7678 – Preparing and mixing plastering materials in the workplace

H/600/7679 – Preparing background surfaces for plasterwork in the workplace

B – Optional units

D/600/7681 – Positioning and securing plasterwork resources in the workplace

K/600/7683 – Producing plasterwork components from open flood moulds in the workplace

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

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

To achieve the **Edexcel Level 2 NVQ Diploma in Plastering – Solid – Basic (Construction)**, learners must complete all units in Group A to obtain 10 credits, all units in Group B1 to obtain 18 credits and then select optional units from Group B2 to obtain 11 credits to give a minimum of 39 credits in total.

To achieve the **Edexcel Level 2 NVQ Diploma in Plastering – Solid – Full (Construction)** learners must complete all units in Group A to obtain 10 credits, all units in Group C1 to obtain 44 credits and then select optional units from Group C2 to obtain 25 credits to give a minimum of 79 credits in total.

To achieve the **Edexcel Level 2 NVQ Diploma in Plastering – Fibrous – Basic (Construction)** learners must complete all units in Group A to obtain 10 credits and all units in Group D1 to obtain 27 credits to give a minimum of 37 credits in total.

To achieve the **Edexcel Level 2 NVQ Diploma in Plastering – Fibrous – Full (Construction)** learners must complete all units in Group A to obtain 10 credits and all units in Group E1 to obtain 44 credits to give a minimum of 54 credits in total.

Additional units from Group AD are deemed, by industry-led working groups, as relevant to the occupation and may be used to enhance the qualification for this occupation. Learners may choose any or none of the units listed. Credit from additional units cannot be added to a pathway unless the minimum number of credit for the pathway has been attained.

Group A – Mandatory units

F/600/7138 – Conforming to general safety in the workplace

J/600/7139 – Conforming to efficient working practices in the workplace

J/600/7142 – Moving and handling resources in the workplace

P – Pathways

B – Solid – Basic (pathway)

Group B1 – Mandatory units (Solid – Basic)

A/600/7686 – Applying finishing plaster to background surfaces in the workplace

Group B2 — Optional units (Solid — Basic)

R/600/7693 — Producing internal solid plastering finishes in the workplace

D/600/7695 — Producing external solid render finishes in the workplace

H/600/7696 — Installing direct bond dry linings in the workplace

K/600/6565 — Laying sand and cement screeds to levels and/or falls in the workplace

T/600/7699 — Applying projection plaster and maintaining equipment in the workplace

Y/600/7713 — Installing mechanically fixed plasterboard in the workplace

C — Solid — Full (pathway)

Group C1 — Mandatory units (Solid — Full)

R/600/7693 — Producing internal solid plastering finishes in the workplace

D/600/7695 — Producing external solid render finishes in the workplace

Group C2 — Optional units (Solid — Full)

A/600/7686 — Applying finishing plaster to background surfaces in the workplace

H/600/7696 — Installing direct bond dry linings in the workplace

K/600/6565 — Laying sand and cement screeds to levels and/or falls in the workplace

T/600/7699 — Applying projection plaster and maintaining equipment in the workplace

Y/600/7713 — Installing mechanically fixed plasterboard in the workplace

D — Fibrous — Basic (pathway)

Group D1 — Mandatory units (Fibrous — Basic)

K/600/7859 — Positioning and securing fibrous plaster components in the workplace

T/600/7864 — Repairing fibrous plaster components in the workplace

E — Fibrous — Full (pathway)

Group E1 — Mandatory units (Fibrous — Full)

K/600/7859 — Positioning and securing fibrous plaster components in the workplace

T/600/7864 — Repairing fibrous plaster components in the workplace

J/600/7867 — Producing fibrous plaster components in the workplace

Group AD – Additional units

Additional units from Group AD are deemed, by industry-led working groups, as relevant to the occupation and may be used to enhance the qualification for this occupation. Learners may choose any or none of the units listed. Credit from additional units cannot be added to a pathway unless the minimum number of credit for the pathway has been attained.

L/600/7871 – Producing cement castings in the workplace.

How are these qualifications graded and assessed?

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

To pass a unit the learner must:

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

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the Assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment requirements/strategy

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

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

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

It is important that the evidence is:

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

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the following examples:

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- reflective accounts
- evidence of Recognition of Prior Learning.

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

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

Additional requirements

The Joint Awarding Body and the SSC Working Practices Group have identified additional requirements that are needed to assess and quality assure qualifications placed on the QCF that use NVQ within their title. These requirements are shown in *Annexe D: Additional requirements for qualifications that use the title NVQ within the QCF*.

Centre recognition and approvals agreement

Centre recognition

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

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

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel 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.

Quality assurance

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

What resources are required?

Each qualification is designed to support learners working in the construction and the built environment sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe E: Assessment requirements/strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).	
Unit reference number:					This NDAO code is a unique reference number for the unit.	
QCF level:					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.	
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.	
Guided learning hours:					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.	
Unit summary:					This provides a summary of the purpose of the unit.	
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.	
Assessment recording:					This provides a summary of the assessment recording methods to be used for the unit.	
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:		
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.			The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.		The learner should give the date when the evidence has been provided.	

Units

Unit 1: Conforming to general safety in the workplace

Unit reference number: F/600/7138

QCF level: 1

Credit value: 2

Guided learning hours: 7

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of conforming to general safety in the workplace to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for assessment criterion 4.1.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify hazards associated with the workplace and record and report in accordance with organisational procedures	<p>1.1 report and/or record hazards within the workplace and occupations at work</p> <p>1.2 describe typical hazards associated with the occupational area including noise, resources, environmental, substances and articles, obstructions, storage and work activities</p> <p>1.3 state the methods used for reporting hazards in the workplace</p>			
2 Comply with all workplace safety legislation requirements	<p>2.1 select and wear general personal protective equipment (PPE) in the work environment in accordance with legislation and organisational requirements</p> <p>2.2 state when and why PPE should be used including protective helmets, ear protection, overalls, safety boots and high visibility clothing</p> <p>2.3 adhere with statutory requirements, safety notices and warning notices displayed within the workplace</p> <p>2.4 describe which types of safety notices are relevant to the occupational area</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Comply with and maintain all organisational security arrangements and approved procedures	3.1 maintain security of the workplace by following organisational procedures relating to: <ul style="list-style-type: none"> - during the working day - on completion of the day's work - unauthorised personnel (other operatives and the general public) - theft 3.2 explain how security procedures are implemented within the workplace			
4 Comply with all emergency procedures in accordance with organisational policy	4.1 follow organisational procedures for accidents and emergencies associated with the type of work being undertaken and the work environment 4.2 state the types of fire extinguishers available and describe how and when they are used			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 2: Moving and handling resources in the workplace

Unit reference number: J/600/7142

QCF level: 2

Credit value: 5

Guided learning hours: 17

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to comply with given information when moving and storing resources</p>	<p>1.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> - on site, below ground level, at height, with tools and equipment, with materials and substances and by manual handling and mechanical lifting <p>1.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>1.3 state what the accident reporting procedures are and who is responsible for making the reports</p>			
<p>2 Maintain safe working practices when moving and handling resources</p>	<p>2.1 use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when moving and handling resources</p> <p>2.2 explain why and when personal protective equipment (PPE) should be used, relating to moving and handling resources, and the types, purpose and limitations of each type</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p> <p>2.4 state the types of fire extinguishers available and describe how and when they are used</p>			
<p>3 Select the resources to be stored and ensure they conform to the given information</p>	<p>3.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - materials, components, fixings, fittings and ancillary items - hand and/or powered tools and equipment - internally or externally supplied <p>3.2 select the resources to be moved and/or stored for own work and that of the team, in relation to materials, components, fixings, tools and equipment</p> <p>3.3 state how the resources should be handled and how problems associated with the resources are reported</p> <p>3.4 state why organisational procedures are developed and how they are used</p> <p>3.5 outline potential hazards associated with the resources and method of work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Comply with the given information to prevent damage to the product and surrounding environment when moving and handling resources</p>	<p>4.1 protect the product and the surrounding area from damage</p> <p>4.2 minimise damage and maintain a clean work space</p> <p>4.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>4.4 dispose of waste packaging in accordance with legislation</p> <p>4.5 state why the disposal of waste should be carried out in relation to the work and how it is achieved</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Comply with the given product information to move and handle resources to the required guidance</p>	<p>5.1 demonstrate the following work skills when moving and handling resources:</p> <ul style="list-style-type: none"> - moving, positioning, securing and using lifting aids and kinetic lifting techniques <p>5.2 handle and store occupational resources to meet product information and/or organisational requirements relating to at least three of the following:</p> <ul style="list-style-type: none"> - sheet material - loose material - bagged or wrapped material - fragile material - components - liquid material <p>5.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, for:</p> <ul style="list-style-type: none"> - manual handling and storage - maintenance of lifting aids <p>5.4 safely use and store lifting aids and equipment.</p> <p>5.5 state the needs of other occupations when moving and handling resources</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to comply with relevant legislation and official guidance when preparing and mixing plastering materials	<p>1.1 describe the different types of instruction used with the method/procedure to prepare and mix plastering materials</p> <p>1.2 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> - in the workplace, 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 <p>1.3 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>1.4 state what the accident reporting procedures are and who is responsible for making reports</p>			
2 Maintain safe working practices when preparing and mixing plastering materials	<p>2.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when preparing and mixing plastering materials</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Select the required quantity and quality of resources for the methods of work to prepare and mix plastering materials	<p>2.2 explain why and when personal protective equipment (PPE) should be used, relating to preparing and mixing plastering materials, and the types, purpose and limitations of each type</p> <p>2.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p> <p>3.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - plasters, cements, limes and sand - additives - hand and/or mixers and ancillary equipment <p>3.2 select resources associated with own work in relation to materials, tools and equipment</p> <p>3.3 state how the resources should be used correctly</p> <p>3.4 outline potential hazards associated with the resources and method of work</p> <p>3.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to prepare and mix plastering materials</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Minimise the risk of damage to the work and surrounding area when preparing and mixing plastering materials	4.1 protect the work and its surrounding area from damage 4.2 minimise damage and maintain a clean work space 4.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 4.4 dispose of waste in accordance with legislation 4.5 state why the disposal of waste should be carried out in relation to the work			
5 Complete the work within the allocated time when preparing and mixing plastering materials	5.1 demonstrate completion of the work within the allocated time 5.2 state the purpose of the work programme and explain why deadlines should be kept in relation to agreed starting and finishing times			
6 Comply with the given contract information to prepare and mix plastering materials to the required specification	6.1 demonstrate the following work skills when preparing and mixing plastering materials: – gauging and mixing 6.2 gauge and mix to contractor's working instructions for solid and/or fibrous plastering relating to: – backing and finishing plasters – casting plasters and/or cement casting material			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - gauge and mix by hand and mixer: backing and finishing plasters; casting plasters and/or cement casting material - work at height - use hand tools, mixers and ancillary equipment <p>6.4 safely use and store hand tools, mixers and ancillary equipment</p> <p>6.5 state the needs of other occupations and how to communicate within a team when preparing and mixing plastering materials</p> <p>6.6 describe how to maintain the tools and equipment used when preparing and mixing plastering materials</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 4: Preparing background surfaces for plasterwork in the workplace

Unit reference number: H/600/7679

QCF level: 1

Credit value: 12

Guided learning hours: 40

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing background surfaces for plasterwork in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

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

- solid
- fibrous.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to comply with relevant legislation and official guidance when preparing background surfaces for plasterwork	<p>1.1 describe the different types of instruction used with the method/procedure to prepare background surfaces for plasterwork</p> <p>1.2 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> - in the workplace, 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 <p>1.3 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>1.4 state what the accident reporting procedures are and who is responsible for making reports</p>			
2 Maintain safe working practices when preparing background surfaces for plasterwork	2.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when preparing background surfaces for plasterwork			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Select the required quantity and quality of resources for the methods of work to prepare background surfaces for plasterwork</p>	<p>2.2 explain why and when personal protective equipment (PPE) should be used, relating to preparing background surfaces for plasterwork, and the types, purpose and limitations of each type</p> <p>2.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p> <p>3.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - hand and/or powered tools and equipment <p>3.2 select resources associated with own work in relation to tools and equipment</p> <p>3.3 state how the resources should be used correctly</p> <p>3.4 outline potential hazards associated with the resources and method of work</p> <p>3.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to prepare background surfaces for plasterwork</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Minimise the risk of damage to the work and surrounding area when preparing background surfaces for plasterwork</p>	<p>4.1 protect the work and its surrounding area from damage</p> <p>4.2 minimise damage and maintain a clean work space</p> <p>4.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>4.4. dispose of waste in accordance with legislation</p> <p>4.5 state why the disposal of waste should be carried out in relation to the work</p>			
<p>5 Complete the work within the allocated time when preparing background surfaces for plasterwork</p>	<p>5.1 demonstrate completion of the work within the allocated time</p> <p>5.2 state the purpose of the work programme and explain why deadlines should be kept in relation to agreed starting and finishing times</p>			
<p>6 Comply with the given contract information to prepare background surfaces for plasterwork to the required specification</p>	<p>6.1 demonstrate the following work skills when preparing background surfaces for plasterwork:</p> <ul style="list-style-type: none"> - measuring, marking out, cutting, keying and brushing 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.2 prepare brick, stone and/or block backgrounds to receive solid and/or fibrous plaster to contractor's working instructions, relating to:</p> <ul style="list-style-type: none"> - removing loose or semi-loose material - removing obstructions <p>6.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - prepare solid plaster backgrounds and/or fibrous plaster backgrounds to receive plasterwork - method of calculating area of background to be prepared - work at height - use hand tools, power tools and equipment <p>6.4 safely use and store hand tools, portable power tools and ancillary equipment</p> <p>6.5 state the needs of other occupations and how to communicate within a team when preparing background surfaces for plasterwork</p> <p>6.6 describe how to maintain the tools and equipment used when preparing background surfaces for plasterwork</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 5: Positioning and securing plasterwork resources in the workplace

Unit reference number: D/600/7681

QCF level: 1

Credit value: 11

Guided learning hours: 37

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to comply with relevant legislation and official guidance when positioning and securing plasterwork resources	<p>1.1 describe the different types of instruction used with the method/procedure to position and secure plasterwork resources</p> <p>1.2 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> - in the workplace, 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 <p>1.3 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>1.4 state what the accident reporting procedures are and who is responsible for making reports</p>			
2 Maintain safe working practices when positioning and securing plasterwork resources	<p>2.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when positioning and securing plasterwork resources</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.2 explain why and when personal protective equipment (PPE) should be used, relating to positioning and securing plasterwork resources, and the types, purpose and limitations of each type</p> <p>2.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			
<p>3 Select the required quantity and quality of resources for the methods of work to position and secure plasterwork resources</p>	<p>3.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - plasterboard, metal trim, scrim, timber, fixings and associated ancillary items - hand and/or powered tools and equipment <p>3.2 select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>3.3 state how the resources should be used correctly</p> <p>3.4 outline potential hazards associated with the resources and method of work</p> <p>3.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to position and secure plasterwork resources</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Minimise the risk of damage to the work and surrounding area when positioning and securing plasterwork resources</p>	<p>4.1 protect the work and its surrounding area from damage</p> <p>4.2 minimise damage and maintain a clean work space</p> <p>4.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>4.4 dispose of waste in accordance with legislation</p> <p>4.5 state why the disposal of waste should be carried out in relation to the work</p>			
<p>5 Complete the work within the allocated time when positioning and securing plasterwork resources</p>	<p>5.1 demonstrate completion of the work within the allocated time</p> <p>5.2 state the purpose of the work programme and explain why deadlines should be kept in relation to agreed starting and finishing times</p>			
<p>6 Comply with the given contract information to position and secure plasterwork resources to the required specification</p>	<p>6.1 demonstrate the following work skills when positioning and securing plasterwork resources:</p> <ul style="list-style-type: none"> - measuring, marking out, cutting, fitting, applying, finishing, positioning and securing 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.2 position and secure the following to contractor's working instructions:</p> <ul style="list-style-type: none"> - plasterboard (mechanically fixed) - metal trim - scrim <p>6.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - prepare and mechanically fix plasterboard, metal trim and noggings - prepare and bond scrim - work at height - use hand tools, power tools and equipment <p>6.4 safely use and store hand tools, portable power tools and ancillary equipment</p> <p>6.5 state the needs of other occupations and how to communicate within a team when positioning and securing plasterwork resources</p> <p>6.6 describe how to maintain the tools and equipment used when positioning and securing plasterwork resources</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 6: Producing plasterwork components from open flood moulds in the workplace

Unit reference number: K/600/7683

QCF level: 1

Credit value: 11

Guided learning hours: 37

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing plasterwork components from open flood moulds in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of producing plasterwork components from open flood moulds to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to comply with relevant legislation and official guidance when producing plasterwork components from open flood moulds</p>	<p>1.1 describe the different types of instruction used with the method/procedure to produce plasterwork components from open flood moulds</p> <p>1.2 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> - in the workplace, 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 <p>1.3 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>1.4 state what the accident reporting procedures are and who is responsible for making reports</p>			
<p>2 Maintain safe working practices when producing plasterwork components from open flood moulds</p>	<p>2.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing plasterwork components from open flood moulds</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3</p> <p>Select the required quantity and quality of resources for the methods of work to produce plasterwork components from open flood moulds</p>	<p>2.2 explain why and when personal protective equipment (PPE) should be used, relating to producing plasterwork components from open flood moulds, and the types, purpose and limitations of each type</p> <p>2.2 explain why and when personal protective equipment (PPE) should be used, relating to producing plasterwork components from open flood moulds, and the types, purpose and limitations of each type</p> <p>2.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p> <p>3.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - aggregates, cements and casting plaster - additives and release agents - reinforcements - hand and/or powered tools and equipment 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.2 select resources associated with own work in relation to materials, components, tools and equipment</p> <p>3.3 state how the resources should be used correctly.</p> <p>3.4 outline potential hazards associated with the resources and method of work</p> <p>3.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce plasterwork components from open flood moulds</p>			
<p>4 Minimise the risk of damage to the work and surrounding area when producing plasterwork components from open flood moulds</p>	<p>4.1 protect the work and its surrounding area from damage</p> <p>4.2 minimise damage and maintain a clean work space</p> <p>4.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>4.4 dispose of waste in accordance with legislation</p> <p>4.5 state why the disposal of waste should be carried out in relation to the work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Complete the work within the allocated time when producing plasterwork components from open flood moulds	5.1 demonstrate completion of the work within the allocated time 5.2 state the purpose of the work programme and explain why deadlines should be kept in relation to agreed starting and finishing times			
6 Comply with the given contract information to produce plasterwork components from open flood moulds to the required specification	6.1 demonstrate the following work skills when producing plasterwork components from open flood moulds: - gauging, mixing and casting 6.2 produce moulded plasterwork components to contractor's working instructions from simple open flood moulds 6.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: - mix materials, cast, finish and cure plasterwork components produced from simple flood moulds - work at height - use hand tools, power tools and equipment 6.4 safely use and store hand tools, portable power tools and ancillary equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.5 state the needs of other occupations and how to communicate within a team when producing plasterwork components from open flood moulds</p> <p>6.6 describe how to maintain the tools and equipment used when producing plasterwork components from open flood moulds</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Conforming to efficient working practices in the workplace

Unit reference number: J/600/7139

QCF level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of conforming to efficient working practices to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Communicate with others to establish productive working relationships	<p>1.1 communicate with colleagues and/or clients to ensure that the work is carried out efficiently</p> <p>1.2 explain different methods of communicating with line managers, co-workers and clients</p> <p>1.3 give reasons for using certain methods of communication for particular job activities</p> <p>1.4 describe the reasons for communicating efficiently and effectively, and the consequences of poor communication</p>			
2 Follow organisational procedures to maintain good working relationships	<p>2.1 carry out work in conjunction with other workers and maintain harmonised relationships</p> <p>2.2 explain how organisational work procedures are applied to maintain good working relationships with line managers, co-workers and clients</p> <p>2.3 state the reasons for effective working relationships with line managers, co-workers and clients</p> <p>2.4 describe the consequences for efficient working if relationships with line managers, co-workers and clients are poor</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain appropriate records in accordance with the organisational procedures</p>	<p>3.1 complete relevant documentation according to the occupation in accordance with organisational procedures</p> <p>3.2 describe how to maintain documentation in accordance with organisational procedures relating to:</p> <ul style="list-style-type: none"> - job cards - worksheets - material/resource lists - time sheets <p>3.3 explain the reasons for ensuring documentation is completed clearly and within given timescales</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 8: Applying finishing plaster to background surfaces in the workplace

Unit reference number: A/600/7686

QCF level: 2

Credit value: 18

Guided learning hours: 60

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in applying finishing plaster to background surfaces in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of applying finishing plaster to background surfaces to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when applying finishing plaster to background surfaces	<p>1.1 interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> - drawings, specifications, schedules, manufacturers' information and regulations governing buildings 			
2 Know how to comply with relevant legislation and official guidance when applying finishing plaster to background surfaces	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> - in the workplace, 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 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 state what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when applying finishing plaster to background surfaces</p>	<p>3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when applying finishing plaster to background surfaces</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to applying finishing plaster to background surfaces, and the types, purpose and limitations of each type</p> <p>3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			
<p>4 Select the required quantity and quality of resources for the methods of work to apply finishing plaster to background surfaces</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - plasters - hand tools and equipment. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when applying finishing plaster to background surfaces</p>	<p>4.2 select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 outline potential hazards associated with the resources and method of work</p> <p>4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to apply finishing plaster to background surfaces</p> <p>5.1 protect the work and its surrounding area from damage</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>5.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.4 dispose of waste in accordance with legislation</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Complete the work within the allocated time when applying finishing plaster to background surfaces	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 agreed starting and finishing times			
7 Comply with the given contract information to apply finishing plaster to background surfaces to the required specification	7.1 demonstrate the following work skills when applying finishing plaster to background surfaces: – applying and finishing 7.2 prepare and apply finishing plasters to prepared backgrounds to contractor’s working instructions 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – apply finishing plasters to vertical and horizontal surfaces in new situations – mix plasters – prepare backgrounds – work at height – use hand tools and equipment 7.4 safely use and store hand tools and ancillary equipment.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 state the needs of other occupations and how to communicate within a team when applying finishing plaster to background surfaces			
	7.6 describe how to maintain the tools and equipment used when applying finishing plaster to background surfaces			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 9: Producing internal solid plastering finishes in the workplace

Unit reference number: R/600/7693

QCF level: 2

Credit value: 22

Guided learning hours: 73

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing internal solid plastering finishes in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of producing internal solid plastering finishes to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for the following item from assessment criterion 7.2:

- expanded metal lath (EML) strips.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when producing internal solid plastering finishes	<p>1.1 interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> - drawings, specifications, schedules, manufacturers' information and regulations governing buildings 			
2 Know how to comply with relevant legislation and official guidance when producing internal solid plastering finishes	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> - in the workplace, 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 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 state what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when producing internal solid plastering finishes</p>	<p>3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing internal solid plastering finishes</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to producing internal solid plastering finishes, and the types, purpose and limitations of each type</p> <p>3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to produce internal solid plastering finishes</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - undercoat and finishing plasters, sands, limes, cement and additives - beads and trims, scrim and tapes - manufactured boards and expanded metal lath (EML) - hand and/or powered tools and equipment <p>4.2 select resources associated with own work in relation to materials, tools and equipment</p> <p>4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 outline potential hazards associated with the resources and method of work</p> <p>4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce internal solid plastering finishes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when producing internal solid plastering finishes</p>	<p>5.1 protect the work and its surrounding area from damage</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>5.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.4 dispose of waste in accordance with legislation</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work</p>			
<p>6 Complete the work within the allocated time when producing internal solid plastering finishes</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to produce internal solid plastering finishes to the required specification</p>	<p>7.1 demonstrate the following work skills when:</p> <ul style="list-style-type: none"> - measuring, marking out, preparing, mixing, applying and finishing <p>7.2 prepare materials and apply internal plasterwork to contractor's working instructions:</p> <ul style="list-style-type: none"> - one-coat work (finishing plasters) - two-coat work - internal and external angle - reveals, cills and soffits (door and/or windows) - expanded metal lath (EML) strips <p>7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - prepare backgrounds - install expanded metal lath (EML) - apply and finish one- and two-coat plasterwork to internal solid backgrounds, EML and manufactured board walls and ceilings - form internal and external angles, reveals and expansion joints - mix plaster - work at height - use hand tools, power tools and equipment 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4 safely use and store hand tools, portable power tools and ancillary equipment 7.5 state the needs of other occupations and how to communicate within a team when producing internal solid plastering finishes 7.6 describe how to maintain the tools and equipment used when producing internal solid plastering finishes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 10: Producing external solid render finishes in the workplace

Unit reference number: D/600/7695

QCF level: 2

Credit value: 22

Guided learning hours: 73

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing external solid render finishes in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of producing external solid render finishes to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for the following item from assessment criterion 7.2:

- installation of expanded metal lath (EML).

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when producing external solid render finishes	<p>1.1 interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> - drawings, specifications, schedules, manufacturers' information and regulations governing buildings 			
2 Know how to comply with relevant legislation and official guidance when producing external solid render finishes	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> - in the workplace, 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 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 state what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when producing external solid render finishes</p>	<p>3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing external solid render finishes</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to producing external solid render finishes, and the types, purpose and limitations of each type</p> <p>3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to produce external solid render finishes</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - renders, sands, limes, cement and additives - bellcasts and beads - expanded metal lath (EML) - hand and/or powered tools and equipment. <p>4.2 select resources associated with own work in relation to materials, tools and equipment</p> <p>4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 outline potential hazards associated with the resources and method of work</p> <p>4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce external solid render finishes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when producing external solid render finishes</p>	<p>5.1 protect the work and its surrounding area from damage</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>5.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.4 dispose of waste in accordance with legislation</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work</p>			
<p>6 Complete the work within the allocated time when producing external solid render finishes</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to produce external solid render finishes to the required specification</p>	<p>7.1 demonstrate the following work skills when</p> <ul style="list-style-type: none"> - measuring, marking out, mixing, applying and finishing <p>7.2 prepare materials and apply render to external backgrounds to contractor's working instructions for:</p> <ul style="list-style-type: none"> - brick and/or block and/or concrete surfaces - bellcasts - internal and external angles - reveals - walls - installation of expanded metal lath (EML) <p>7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - prepare backgrounds - apply and finish multiple coat render to external walls - form internal and external angles, reveals, expansion joints and bellcasts - position and secure expanded metal lath (EML) - mix rendering - work at height - use hand tools, power tools and equipment 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4 safely use and store hand tools, portable power tools and ancillary equipment			
	7.5 state the needs of other occupations and how to communicate within a team when producing external solid render finishes			
	7.6 describe how to maintain the tools and equipment used when producing external solid render finishes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 11: Installing direct bond dry linings in the workplace

Unit reference number: H/600/7696

QCF level: 2

Credit value: 15

Guided learning hours: 50

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when installing direct bond dry linings	<p>1.1 interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> - drawings, specifications, schedules, manufacturers' information and regulations 			
2 Know how to comply with relevant legislation and official guidance when installing direct bond dry linings	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> - in the workplace, 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 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 state what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when installing direct bond dry linings</p>	<p>3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing direct bond dry linings</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to installing direct bond dry linings, and the types, purpose and limitations of each type</p> <p>3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to install direct bond dry linings</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - manufactured proprietary boards - bonding compounds - jointing materials - hand and/or powered tools and equipment <p>4.2 select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 outline potential hazards associated with the resources and method of work</p> <p>4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to install direct bond dry linings</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when installing direct bond dry linings</p>	<p>5.1 protect the work and its surrounding area from damage</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>5.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.4 dispose of waste in accordance with legislation.</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work</p>			
<p>6 Complete the work within the allocated time when installing direct bond dry linings</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to install direct bond dry linings to the required specification</p>	<p>7.1 demonstrate the following work skills when</p> <ul style="list-style-type: none"> - measuring, marking out, mixing, cutting, applying, fitting, finishing, positioning and securing <p>7.2 install to contractor’s working instructions:</p> <ul style="list-style-type: none"> - direct bonding to solid backgrounds - forming openings with reveals <p>7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - install internal dry linings by direct bond to solid backgrounds - form openings and reveals - form finished joints - work at height - use hand tools, power tools and equipment <p>7.4 safely use and store hand tools, portable power tools and ancillary equipment</p> <p>7.5 state the needs of other occupations and how to communicate within a team when installing direct bond dry linings</p> <p>7.6 describe how to maintain the tools and equipment used when installing direct bond dry linings</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 12: Laying sand and cement screeds to levels and/or falls in the workplace

Unit reference number: K/600/6565

QCF level: 3

Credit value: 11

Guided learning hours: 37

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in laying sand and cement screeds in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of laying sand and cement screeds to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when laying sand and cement screeds	<p>1.1 interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> - drawings, specifications, schedules, manufacturers' information and regulations governing buildings 			
2 Know how to comply with relevant legislation and official guidance when laying sand and cement screeds	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> - in the workplace, 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 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 state what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when laying sand and cement screeds</p>	<p>3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when laying sand and cement screeds</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to laying sand and cement screeds, and the types, purpose and limitations of each type</p> <p>3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to lay sand and cement screeds</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - sands, cements, ready-mixed screeds, timber and screed rails - damp-proof membranes - materials to accommodate movement - hand and/or powered tools and equipment. <p>4.2 select resources associated with own work in relation to materials, components, tools and equipment</p> <p>4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 outline potential hazards associated with the resources and method of work</p> <p>4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to lay sand and cement screeds</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when laying sand and cement screeds</p>	<p>5.1 protect the work and its surrounding area from damage</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>5.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.4 dispose of waste in accordance with legislation</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work</p>			
<p>6 Complete the work within the allocated time when laying sand and cement screeds</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to lay sand and cement screeds to the required specification</p>	<p>7.1 demonstrate the following work skills when laying sand and cement screeds:</p> <ul style="list-style-type: none"> - measuring, marking out, cleaning, laying, compacting and finishing <p>7.2 prepare the materials to lay sand and cement floor screeds</p> <p>7.3 lay and finish sand and cement floor screeds, to level and/or to falls, to prepared backgrounds in accordance with contractor’s working instructions</p> <p>7.4 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - lay and finish sand and cement screeds to level and to falls - form drainage outlets and skirtings - remove defective sand and cement screeds - install DPM - prepare screed materials - accommodate movement - prepare backgrounds to receive screeds - work at height - use hand tools, power tools and equipment 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 safely use and store hand tools, portable power tools and ancillary equipment			
	7.6 state the needs of other occupations and how to communicate within a team when laying sand and cement screeds			
	7.7 describe how to maintain the tools and equipment used when laying sand and cement screeds			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 13: Applying projection plaster and maintaining equipment in the workplace

Unit reference number: T/600/7699

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in applying projection plaster and maintaining equipment in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of applying projection plaster and maintaining equipment to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when applying projection plaster and maintaining equipment	<p>1.1 interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> - drawings, specifications, schedules, manufacturers' information and regulations governing buildings 			
2 Know how to comply with relevant legislation and official guidance when applying projection plaster and maintaining equipment	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> - in the workplace, 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 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 state what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when applying projection plaster and maintaining equipment</p>	<p>3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when applying projection plaster and maintaining equipment</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to applying projection plaster and maintaining equipment, and the types, purpose and limitations of each type</p> <p>3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to apply projection plaster and maintain equipment</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - spraying plaster - plastering machine - clean water - hand tools and other associated equipment <p>4.2 select resources associated with own work in relation to materials, components, tools and equipment</p> <p>4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 outline potential hazards associated with the resources and method of work</p> <p>4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to apply projection plaster and maintain equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when applying projection plaster and maintaining equipment</p>	<p>5.1 protect the work and its surrounding area from damage</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>5.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.4 dispose of waste in accordance with legislation</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work</p>			
<p>6 Complete the work within the allocated time when applying projection plaster and maintaining equipment</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to apply projection plaster and maintain equipment to the required specification</p>	<p>7.1 demonstrate the following work skills when applying projection plaster and maintaining equipment:</p> <ul style="list-style-type: none"> - measuring, loading and applying <p>7.2 load and operate machine and apply plaster to contractor's working instructions for:</p> <ul style="list-style-type: none"> - vertical and horizontal surfaces (internal and/or external) <p>7.3 clean plaster machine</p> <p>7.4 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - load and operate plastering machine - apply plaster to vertical and horizontal surfaces (internal and/or external) - clean and maintain plastering machine - work at height - use hand tools and other associated equipment <p>7.5 safely use and store hand tools, plaster spray equipment and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.6 state the needs of other occupations and how to communicate within a team when applying projection plaster and maintaining equipment</p> <p>7.7 describe how to maintain the tools and equipment used when applying projection plaster and maintaining equipment</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 14: Installing mechanically fixed plasterboard in the workplace

Unit reference number: Y/600/7713

QCF level: 2

Credit value: 14

Guided learning hours: 47

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when installing mechanically fixed plasterboard	<p>1.1 interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> - drawings, specifications, schedules, manufacturers' information and regulations 			
2 Know how to comply with relevant legislation and official guidance when installing mechanically fixed plasterboard	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> - in the workplace, 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 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 state what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when installing mechanically fixed plasterboard</p>	<p>3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing mechanically fixed plasterboard</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to installing mechanically fixed plasterboard, and the types, purpose and limitations of each type</p> <p>3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to install mechanically fixed plasterboard</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - manufactured proprietary boards - fixtures and fittings - jointing materials - hand and/or powered tools and equipment <p>4.2 select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 outline potential hazards associated with the resources and method of work</p> <p>4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to install mechanically fix plasterboard</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when installing mechanically fixed plasterboard</p>	<p>5.1 protect the work and its surrounding area from damage</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>5.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.4 dispose of waste in accordance with legislation.</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work</p>			
<p>6 Complete the work within the allocated time when installing mechanically fixed plasterboard</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to install mechanically fixed plasterboard to the required specification</p>	<p>7.1 demonstrate the following work skills when installing mechanically fixed plasterboard:</p> <ul style="list-style-type: none"> - measuring, marking out, cutting, applying, fitting, finishing, positioning and securing <p>7.2 install plasterboard to contractor's working instructions by:</p> <ul style="list-style-type: none"> - cladding to timber and/or metal - forming openings with reveals <p>7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - install and mechanically fix plasterboard dry lining to internal backgrounds - form openings with reveals - form finished joints - work at height - use hand tools, power tools and equipment <p>7.4 safely use and store hand tools, portable power tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 state the needs of other occupations and how to communicate within a team when installing mechanically fixed plasterboard</p> <p>7.6 describe how to maintain the tools and equipment used when installing mechanically fixed plasterboard</p>			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when positioning and securing fibrous plaster components	<p>1.1 interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> - drawings, specifications, schedules, manufacturers' information and regulations governing buildings 			
2 Know how to comply with relevant legislation and official guidance when positioning and securing fibrous plaster components	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> - in the workplace, 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 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 state what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when positioning and securing fibrous plaster components</p>	<p>3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when positioning and securing fibrous plaster components</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to positioning and securing fibrous plaster components, and the types, purpose and limitations of each type</p> <p>3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to position and secure fibrous plaster components</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - casting plasters - reinforcing materials - timber and fixings - hand and/or powered tools and equipment. <p>4.2 select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 outline potential hazards associated with the resources and method of work</p> <p>4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to position and secure fibrous plaster components</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when positioning and securing fibrous plaster components</p>	<p>5.1 protect the work and its surrounding area from damage</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>5.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.4 dispose of waste in accordance with legislation</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work</p>			
<p>6 Complete the work within the allocated time when positioning and securing fibrous plaster components</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to position and secure fibrous plaster components to the required specification</p>	<p>7.1 demonstrate the following work skills when positioning and securing fibrous plaster components:</p> <ul style="list-style-type: none"> - measuring, marking out, fitting, positioning, securing and finishing <p>7.2 install fibrous plasterwork to contractor's working instructions:</p> <ul style="list-style-type: none"> - cornice mouldings - dado mouldings - panel mouldings <p>7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - install fibrous plaster cornice, dado and panel mouldings - form and reinforce joints - form internal and external returns and stop ends - work at height - use hand tools, power tools and equipment <p>7.4 safely use and store hand tools, portable power tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 state the needs of other occupations and how to communicate within a team when positioning and securing fibrous plaster components</p> <p>7.6 describe how to maintain the tools and equipment used when positioning and securing fibrous plaster components</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when repairing fibrous plaster components	<p>1.1 interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> - drawings, specifications, schedules, manufacturers' information and regulations governing buildings 			
2 Know how to comply with relevant legislation and official guidance when repairing fibrous plaster components	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> - in the workplace, 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 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 state what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when repairing fibrous plaster components</p>	<p>3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when repairing fibrous plaster components</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to repairing fibrous plaster components, and the types, purpose and limitations of each type</p> <p>3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to repair fibrous plaster components</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - casting plasters - reinforcing material - timber and fixings - hand and/or powered tools and equipment <p>4.2 select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 outline potential hazards associated with the resources and method of work</p> <p>4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to repair fibrous plaster components</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when repairing fibrous plaster components</p>	<p>5.1 protect the work and its surrounding area from damage</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>5.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.4 dispose of waste in accordance with legislation</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work</p>			
<p>6 Complete the work within the allocated time when repairing fibrous plaster components</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to repair fibrous plaster components to the required specification</p>	<p>7.1 demonstrate the following work skills when repairing fibrous plaster components:</p> <ul style="list-style-type: none"> - measuring, marking out, removing, replicating, fitting, positioning, securing and finishing <p>7.2 repair existing fibrous plasterwork to contractor's working instructions:</p> <ul style="list-style-type: none"> - cornice mouldings - dado mouldings - panel mouldings <p>7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - repair fibrous plaster cornice, dado and panel mouldings - replicate mouldings - form and reinforce joints - form internal and external returns and stop ends - work at height - use hand tools, power tools and equipment <p>7.4 safely use and store hand tools, portable power tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 state the needs of other occupations and how to communicate within a team when repairing fibrous plaster components			
	7.6 describe how to maintain the tools and equipment used when repairing fibrous plaster components			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 17: Producing fibrous plaster components in the workplace

Unit reference number: J/600/7867

QCF level: 2

Credit value: 17

Guided learning hours: 57

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of producing fibrous plaster components to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when producing fibrous plaster components	<p>1.1 interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> - drawings, specifications, schedules, manufacturers' information and regulations governing buildings 			
2 Know how to comply with relevant legislation and official guidance when producing fibrous plaster components	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> - in the workplace, 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 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when producing fibrous plaster components</p>	<p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 state what the accident reporting procedures are and who is responsible for making reports</p> <p>3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing fibrous plaster components</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to producing fibrous plaster components, and the types, purpose and limitations of each type</p> <p>3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to produce fibrous plaster components</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - casting plasters - reinforcing material - timber, zinc and fixings - hot and cold pour, and release agents - hand and/or powered tools and equipment <p>4.2 select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 outline potential hazards associated with the resources and method of work</p> <p>4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce fibrous plaster components</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when producing fibrous plaster components</p>	<p>5.1 protect the work and its surrounding area from damage</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>5.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.4 dispose of waste in accordance with legislation</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work</p>			
<p>6 Complete the work within the allocated time when producing fibrous plaster components</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to produce fibrous plaster components to the required specification</p>	<p>7.1 demonstrate the following work skills when producing fibrous plaster components:</p> <ul style="list-style-type: none"> - measuring, marking out, fitting, positioning, gauging, mixing and casting running finish <p>7.2 produce plasterwork to contractor's working instructions from:</p> <ul style="list-style-type: none"> - running curved/circular moulds - flood moulds, clay cases and case moulds - positive panel and negative cornice running moulds <p>7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - produce running positive panel and negative cornice moulds - produce running curved/circular mouldings - produce mouldings using flood, clay case and case moulds - prepare mould compounds and casting plasters - work at height - use hand tools, power tools and equipment <p>7.4 safely use and store hand tools, portable power tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 state the needs of other occupations and how to communicate within a team when producing fibrous plaster components			
	7.6 describe how to maintain the tools and equipment used when producing fibrous plaster components			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 18: Producing cement castings in the workplace

Unit reference number: L/600/7871

QCF level: 2

Credit value: 17

Guided learning hours: 57

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Interpret the given information relating to the work and resources when producing cement castings	<p>1.1 interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> - drawings, specifications, schedules, manufacturers' information and regulations governing buildings 			
2 Know how to comply with relevant legislation and official guidance when producing cement castings	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> - in the workplace, 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 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 state what the accident reporting procedures are and who is responsible for making reports</p>			
<p>3 Maintain safe working practices when producing cement castings</p>	<p>3.1 use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing cement castings</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to producing cement castings, and the types, purpose and limitations of each type</p> <p>3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to produce cement castings</p>	<p>4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> - aggregates, sands and cement - reinforcing material - moulds - fixings - release agents and additives - hand and/or powered tools and equipment <p>4.2 select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 outline potential hazards associated with the resources and method of work</p> <p>4.5 describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce cement castings</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when producing cement castings</p>	<p>5.1 protect the work and its surrounding area from damage</p> <p>5.2 minimise damage and maintain a clean work space</p> <p>5.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.4 dispose of waste in accordance with legislation</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work</p>			
<p>6 Complete the work within the allocated time when producing cement castings</p>	<p>6.1 demonstrate completion of the work within the allocated time</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> - types of progress charts, timetables and estimated times - organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to produce cement castings to the required specification</p>	<p>7.1 demonstrate the following work skills when producing cement castings:</p> <ul style="list-style-type: none"> - measuring, marking out, fitting, positioning, gauging, mixing, casting and finishing <p>7.2 produce cement castings to contactor's working instructions from moulds</p> <p>7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - prepare moulds and reinforcement - mix, place and compact material to make castings - remove and cure castings - work at height - use hand tools, power tools and equipment <p>7.4 safely use and store hand tools, portable power tools and ancillary equipment</p> <p>7.5 state the needs of other occupations and how to communicate within a team when producing cement castings</p> <p>7.6 describe how to maintain the tools and equipment used when producing cement castings</p>			

Learner name: _____
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Assessor signature: _____
Internal verifier signature: _____
(if sampled)

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Date: _____
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Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally-related programmes can be found on the Edexcel website.

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

How to obtain National Occupational Standards

CITB — ConstructionSkills
Bircham Newton
King's Lynn
Norfolk
PE31 6RH

Telephone: 01485 577577
Fax: 01485 577793
Email: call.centre@cskills.org

Professional development and training

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

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

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

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

The training we provide:

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

Annexe A: Progression pathways

The Edexcel qualification framework for the Construction and the Built Environment sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
8					
7					
6					We have too many qualifications to list in this space. Please refer to www.edexcel.com for further information
5			Edexcel BTEC Level 5 HN Diploma in Construction		We have too many qualifications to list in this space. Please refer to www.edexcel.com for further information
4			Edexcel BTEC Level 4 HN Certificate in Construction		We have too many qualifications to list in this space. Please refer to www.edexcel.com for further information

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
3		Edexcel Level 3 Diploma in Construction and the Built Environment	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma in Extended Diploma in Construction and the Built Environment	Edexcel BTEC Level 3 Award, Extended Certificate and Diploma in Construction and the Built Environment	We have too many qualifications to list in this space. Please refer to www.edexcel.com for further information
2		Edexcel Level 2 Diploma in Construction and the Built Environment	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Construction	Edexcel BTEC Level 2 Award, Certificate and Extended Certificate in Construction and the Built Environment (Craft) and Construction and the Built Environment (Technician)	We have too many qualifications to list in this space. Please refer to www.edexcel.com for further information
1		Edexcel Level 1 Diploma in Construction and the Built Environment	Edexcel BTEC Level 1 Award, Certificate, Diploma in Construction (QCF)	Edexcel BTEC Level 1 Award, Certificate, Extended Certificate in Construction and the Built Environment	We have too many qualifications to list in this space. Please refer to www.edexcel.com for further information
Entry			Edexcel Entry Level BTEC Award in Construction (Entry 3) (QCF)		

Annexe B: Quality assurance

Key principles of quality assurance

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

Quality assurance processes

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

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

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

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

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

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

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

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

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

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

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. www.edexcel.com.

Annexe D: Additional requirements for qualifications that use the title NVQ within the QCF

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Purpose of document

- 1 The purpose of this document is to make clear what additional requirements are needed to assess and quality assure qualifications that use the title NVQ within the QCF.
- 2 When an SSC/SSB and awarding organisation wants to use the title NVQ in the naming of a qualification within the QCF, the awarding organisation is required to make sure this qualification is assessed and quality assured in accordance with these additional requirements and other requirements described in the SSC/SSB assessment strategy.
- 3 The aims of these additional requirements are to:
 - ensure that all competence based qualifications that use the title NVQ within the QCF are:
 - assessed consistently
 - quality assured consistently
 - maintain the integrity of qualifications that use the title NVQ within the QCF
 - establish the NVQ brand within the QCF
 - keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ within the QCF to a minimum.

Background

- 4 ¹'At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence.'
- 5 NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.
- 6 Qualifications that use the title NVQ within the QCF must comply with the rules of combination determined by the SSC/SSB. Awarding organisations are not allowed to develop another qualification that does not use the title NVQ within the QCF, if it uses the same rules of combination as a qualification that does use the title NVQ within the QCF.
- 7 The QCF offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title within the QCF are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their awarding organisations to agree what qualifications will be used to assess occupational competence. Qualifications that use the title NVQ within the QCF are not a preferred method for assessing occupational competence and all qualifications accredited through the QCF have equal status.
- 8 When developing a qualification for the QCF, including qualifications that use the title NVQ within the QCF, an awarding organisation must be a recognised awarding organisation and must meet the Qualification Requirements in the *Regulatory Arrangements for the Qualifications and Credit Framework*, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.
- 9 The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, additional requirements about the way in which qualifications that use the title NVQ within the QCF will be assessed and quality assured. For those recognised awarding organisations that want to assess occupational competence through the use of qualifications that use the title NVQ within the QCF, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

¹ NCVQ's *NVQ Criteria and Guidance*, 1995.

Additional requirements for qualifications that use the title NVQ within the QCF

Introduction

- 10 Qualifications that use the title NVQ within the QCF must be assessed and quality assured in accordance with the following additional requirements.

Assessment requirements

- 11 When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how learners are to be assessed.
- 12 Assessment methodologies must meet the assessment strategy developed in partnership between the relevant SSC or SSB and awarding organisations for the qualification. The assessment strategy must be published and made available separately and will include the requirements for assessment of qualifications that use the title NVQ within the QCF. The assessment criteria for each unit will be part of the units that make up the qualification.
- 13 Learners must complete real work activities in order to produce evidence to demonstrate they have met the NOS and are occupationally competent.
- 14 When a learner cannot complete a real work activity, simulation is allowed.
- 15 Simulation is allowed when:
 - a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise
 - a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
 - the safety of a learner, other individuals and/or resources will be put at risk.
- 16 When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.
- 17 Units that must not be assessed by simulation must be identified by the SSC/SSB in the assessment strategy for the qualification or family of qualifications.

- 18 Learners must be assessed by assessors:
- who are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment strategy for that qualification
 - ²who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners
 - must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.
- 19 All assessors must carry out assessment to the standards specified in the A units.
- 20 All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation.
- 21 Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

² Currently an assessor could hold unit A1 and/or unit A2. Or from the past unit D32 and/or unit D33. SSCs also identify other suitable equivalent qualifications.

Quality assurance requirements

- 22 When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how the qualification will be quality assured.
- 23 Qualifications that use the title NVQ within the QCF, must be verified:
- internally by an internal verifier, who is accountable to the assessment centre
 - externally by an external verifier, who is accountable to the awarding organisation or an agent of the awarding organisation.
- 24 With reference to internal verification, internal verifiers must:
- ³hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
 - have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
 - be fully conversant with the standards and assessment criteria in the units to be assessed
 - understand the awarding organisation's quality assurance systems and requirements for this qualification.
- 25 Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.
- 26 With reference to external verification, external verifiers must:
- ⁴hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification
 - have no connections with the assessment centre, in order to maintain objectivity
 - have sufficient and relevant technical/occupational understanding in the unit(s) being verified
 - be fully conversant with the standards and performance criteria in the units to be assessed
 - understand the awarding organisation's quality assurance systems for this qualification.

³ Currently an internal verifier needs to hold unit V1. Or from the past unit D34. SSCs also identify other suitable equivalent qualifications.

⁴ Currently an external verifier needs to hold unit V2. Or from the past unit D35.

- 27 Trainee external verifiers must have a plan, which is overseen by the awarding organisation, to achieve the external verifier qualification within an agreed timescale.
- 28 Awarding organisations must decide the frequency of external monitoring activities. Any decision must be based on:
- the risks associated with a qualification that is designed to help a learner demonstrate occupational competence
 - an evaluation of the centre's performance and past record.
- 29 Awarding organisations will have in place suitably constituted audit processes, which are supported by naturally occurring quality assurance and monitoring systems that already exist in workplace assessment environments.

Annexe E: Assessment requirements/strategy

The ConstructionSkills Assessment Strategy will be available on the Edexcel website, along side the full specification on the Construction NVQ/Competence page.

Ofqual
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