Pearson Edexcel Level 2 NVQ Certificate in Wood Occupations (Construction)

Pearson Edexcel Level 2 NVQ Diploma in Wood Occupations (Construction)

Pearson Edexcel Level 3 NVQ Diploma in Wood Occupations (Construction)

Specification

NVQ/Competence-based qualifications

First registration May 2015

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Pearson Edexcel Level 2 NVQ Certificate in Wood Occupations (Construction) (QCF)

Pearson Edexcel Level 2 NVQ Diploma in Wood Occupations (Construction) (QCF)

Pearson Edexcel Level 3 NVQ Diploma in Wood Occupations (Construction) (QCF)

The QNs remain the same.

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All information in this specification is correct at time of going to publication.

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Summary of Pearson Edexcel Level 2 and 3 NVQ Certificate and Diplomas in Wood Occupations (Construction) specification Issue 2 changes

Summary of changes made between previous issue and this current issue	**Section number**
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	2
TQT value added	2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	2
Reference to credit transfer within the QCF removed	8
QCF references removed from unit titles and unit levels in all units	11
Guided learning definition updated	11

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Purpose of this specification

This specification sets out:

- the objectives of the qualifications
- any other qualification(s) that a learner must have completed before taking these qualifications
- any prior knowledge, skills or understanding which the learner is required to have before taking these qualifications
- the combination of units that a learner must have completed before the qualifications will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualifications will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualifications
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Framework in which the qualifications are included, where appropriate.

1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

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

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

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

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

Sizes of NVQ/Competence-based qualifications

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

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

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

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

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

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

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

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 NVQ Certificate Diploma in Wood Occupations (Construction)
Qualification Number (QN)	600/4025/7
Regulation start date	17/11/2011
Operational start date	01/01/2012
Approved age ranges	16–18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	36
Assessment	Portfolio of Evidence (internal assessment).
Total Qualification Time (TQT)	360
Guided learning hours	120
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 7, Access and Recruitment*).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Qualification title	Pearson Edexcel Level 2 NVQ Diploma in Wood Occupations (Construction)
Qualification Number (QN)	601/6023/8
Regulation start date	10/04/2015
Operational start date	01/05/2015
Approved age ranges	16–18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	41
Assessment	Portfolio of Evidence (internal assessment).
Total Qualification Time (TQT)	410
Guided learning hours	137
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 7, Access and Recruitment*).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Qualification title	Pearson Edexcel Level 3 NVQ Diploma in Wood Occupations (Construction)
Qualification Number (QN)	601/6024/X
Qualification framework	Qualifications and Credit Framework
Regulation start date	10/04/2015
Operational start date	01/05/2015
Approved age ranges	16–18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	98
Assessment	Portfolio of Evidence (internal assessment).
Total Qualification Time (TQT)	980
Guided learning hours	327
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 7, Access and Recruitment*).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual,* available on our website.

3 Qualification rationale

Qualification objectives

The Pearson Edexcel Wood Occupations (Construction) qualifications are for learners who work in, or who want to work in, building and construction. These qualifications are nationally recognised and are based on the ConstructionSkills National Occupational Standards (NOS).

These qualifications give learners an opportunity to:

- develop and demonstrate competence in building and construction
- develop technical skills and knowledge and understanding related to specified job roles in carpentry, joinery, formworker or shopfitter
- have existing skills recognised
- achieve nationally-recognised qualifications
- develop personal growth and engagement in learning.

Pearson Edexcel Level 2 NVQ Certificate and Diploma in Wood Occupations (Construction)

These qualifications are suitable for learners working in building and construction. Ideally learners will have some knowledge and basic skills of working with wood, under supervision, and are looking for recognition of their skills and an opportunity for progression.

Pearson Edexcel Level 3 NVQ Diploma in Wood Occupations (Construction)

This qualification is suitable for learners who are experienced in working within the construction industry. Their work might involve supervising others and they are looking to develop their skills further and progress into a senior role or a position with more responsibility.

Relationship with previous qualifications

Two of these qualifications are a direct replacement for the following Edexcel qualifications, which expire on 31st May 2015.

- Edexcel Level 2 NVQ Diploma in Wood Occupations (Construction) (QCF) 600/4092/0
- Edexcel Level 3 NVQ Diploma in Wood Occupations (Construction) (QCF) 600/3993/0

The Level 2 NVQ Certificate in Wood Occupations (Construction) 600/4025/7 has been updated without a change to Qualification Number.

CITB, the Sector Skills Council (SSC) for construction, in consultation with the industry, have changed the National Occupational Standards (NOS) so it is important that Pearson updates qualifications accordingly to ensure knowledge and skills continue to be relevant for learners and meet the requirements of the job role.

Apprenticeships

ConstructionSkills include the Pearson Edexcel Level 2 NVQ Certificate in Wood Occupations (Construction) and the Pearson Edexcel Level 2 NVQ Diploma in Wood Occupations (Construction), as a competence component for the intermediate Apprenticeship in Construction Building. The Pearson Edexcel Level 3 NVQ Diploma in Wood Occupations (Construction) is included as a competence component for the Advanced Apprenticeship in Construction Building

Progression opportunities

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

Learners who achieve the Pearson Edexcel Level 2 NVQ Certificate can progress to the Pearson Edexcel Level 2 NVQ Diploma in Wood Occupations (Construction).

Learners who achieve the Pearson Edexcel Level 2 NVQ Diploma can progress to the Pearson Edexcel Level 3 NVQ Certificate in Wood Occupations (Construction).

Learners who achieve the Pearson Edexcel Level 3 NVQ Diploma can progress to supervisory-level qualifications in Construction, such as the Pearson Edexcel Level 3 NVQ Diploma in Occupational Work Supervision or the Pearson Edexcel Level 4 NVQ Diploma in Construction Site Supervision.

Industry support and recognition

These qualifications are supported by ConstructionSkills, the Skills Council for construction and the built environment.

Relationship with National Occupational Standards

These qualifications are based on the National Occupational Standards (NOS) in Construction and the Built Environment, which were set and designed by ConstructionSkills.

4 Qualification structures

Pearson Edexcel Level 2 NVQ Certificate in Wood Occupations (Construction) – 600/4025/7

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

Minimum number of credits that must be achieved	36
Minimum number of credits that must be achieved at Level 2 or above	34
Number of mandatory credits that must be achieved	10
Number of credits that must be achieved for Pathway 1: Wheelwrighting	26
Number of credits that must be achieved for Pathway 2: Shopfitting Site Work	26
Number of credits that must be achieved for Pathway 3: Shopfitting Bench Work	26

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
3	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	1	2	7
4	F/503/1171	Moving, Handling and Storing Resources in the Workplace	2	5	17
5	J/503/1169	Conforming to Productive Working Practices in the Workplace	2	3	10

Unit	Unit reference number	Pathway 1 option group	Level	Credit	Guided learning hours
6	Y/503/2648	Producing Setting Out Details for Routine Wheelwrighting Products in the Workplace	2	14	47
7	A/503/2660	Marking Out from Setting Out Details for Routine Wheelwrighting Products in the Workplace	2	12	40
8	A/503/2707	Manufacturing Routine Wheelwrighting Products in the Workplace	2	24	80
9	T/506/5172	Setting Up and Using Transportable Cutting and Shaping Machines in the Workplace	2	24	80
Unit	**Unit reference number**	**Pathway 2 option group**	**Level**	**Credit**	**Guided learning hours**
9	T/506/5172	Setting Up and Using Transportable Cutting and Shaping Machines in the Workplace	2	24	80
10	F/503/2708	Installing Shopfitting Frames and Finishings in the Workplace	2	23	77
11	J/503/2709	Installing Shopfitting Fitments in the Workplace	2	13	43
12	Y/503/2715	Installing Shopfronts and Finishings in the Workplace	2	13	43
Unit	**Unit reference number**	**Pathway 3 option group**	**Level**	**Credit**	**Guided learning hours**
9	T/506/5172	Setting Up and Using Transportable Cutting and Shaping Machines in the Workplace	2	24	80
13	J/503/2645	Producing Setting Out Details for Routine Shopfitting Products in the Workplace	2	14	47
14	D/503/2652	Marking Out from Setting Out Details for Routine Shopfitting Products in the Workplace	2	12	40
15	T/503/2706	Manufacturing Routine Shopfitting Products in the Workplace	2	19	63

Pearson Edexcel Level 2 NVQ Diploma in Wood Occupations (Construction) – 601/6023/8

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

Minimum number of credits that must be achieved	41
Minimum number of credits that must be achieved at Level 2 or above	33
Number of mandatory credits that must be achieved	10
Number of credits that must be achieved from Pathway 1: Site Carpentry	52
Number of credits that must be achieved from Pathway 2: Architectural Joinery	31
Number of credits that must be achieved from Pathway 3: Structural Post and Beam Carpentry	63
Number of credits that must be achieved from Pathway 4: Light Structural Timber Framing	47
Number of credits that must be achieved from Pathway 5: Timber Frame Erection	46
Number of credits that must be achieved from Pathway 6: Timber Decks and Cladding	44

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
3	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	1	2	7
4	F/503/1171	Moving, Handling and Storing Resources in the Workplace	2	5	17
3	J/503/1169	Conforming to Productive Working Practices in the Workplace	2	3	10

Unit	Unit reference number	Pathway 1A option group	Level	Credit	Guided learning hours
9	T/506/5172	Setting Up and Using Transportable Cutting and Shaping Machines in the Workplace	2	24	80
16	K/503/3402	Installing First Fixing Components in the Workplace	2	18	60
17	T/503/3404	Installing Second Fixing Components in the Workplace	2	23	77
18	M/503/2641	Erecting Structural Carcassing Components in the Workplace	2	20	67
19	T/503/2642	Maintaining Non-structural Carpentry Work in the Workplace	2	14	47
Unit	**Unit reference number**	**Pathway 2A mandatory group**	**Level**	**Credit**	**Guided learning hours**
20	A/506/4976	Manufacturing Routine Architectural Joinery Products in the Workplace	2	19	63
Unit	**Unit reference number**	**Pathway 2B optional group**	**Level**	**Credit**	**Guided learning hours**
9	T/506/5172	Setting Up and Using Transportable Cutting and Shaping Machines in the Workplace	2	24	80
21	K/506/4973	Producing Setting Out Details for Routine Architectural Joinery Products in the Workplace	2	14	47
22	M/506/4974	Marking Out from Setting Out Details for Routine Architectural Joinery Products in the Workplace	2	12	40
Unit	**Unit reference number**	**Pathway 3A mandatory group)**	**Level**	**Credit**	**Guided learning hours**
23	K/503/2721	Setting Out Timber Framework in the Workplace	2	18	60
24	J/503/2726	Fabricating Timber Framework in the Workplace	2	22	73
25	R/503/2731	Assembling and Erecting Heavy Timber Framework – Post and Beam in the Workplace	2	23	77

Unit	Unit reference number	Pathway 4A mandatory group	Level	Credit	Guided learning hours
1	L/503/2632	Installing Frames and Linings in the Workplace	1	10	33
2	M/503/2638	Installing Internal Mouldings in the Workplace	1	12	40
19	T/503/2642	Maintaining Non-structural Carpentry Work in the Workplace	2	14	47
26	R/503/2924	Confirming the Occupational Method of Work in the Workplace	3	11	37
Unit	**Unit reference number**	**Pathway 5A mandatory group**	**Level**	**Credit**	**Guided learning hours**
27	R/506/4983	Erecting Timber Walls and Floors in the Workplace	2	23	77
28	D/506/4985	Erecting Timber Roof Structures in the Workplace	2	23	77
Unit	**Unit reference number**	**Pathway 5B additional unit group**	**Level**	**Credit**	**Guided learning hours**
29	R/506/3929	Slinging and Hand Signalling the Movement of Suspended Loads in the Workplace	2	10	33
Unit	**Unit reference number**	**Pathway 6A mandatory group**	**Level**	**Credit**	**Guided learning hours**
9	T/506/5172	Setting Up and Using Transportable Cutting and Shaping Machines in the Workplace	2	24	80

Unit	Unit reference number	Pathway 6B optional group	Level	Credit	Guided learning hours
30	M/503/2736	Installing Rainscreen Wall Cladding Systems in the Workplace	2	25	83
31	T/503/2737	Installing Specialised Wall Cladding and Bespoke Systems in the Workplace	2	25	83
32	A/503/2738	Installing Timber Wall Cladding Systems in the Workplace	2	25	83
33	F/503/2496	Installing Low Level Timber Decks in the Workplace	2	20	67
34	L/503/2498	Installing Elevated Timber Decks in the Workplace	3	25	83

Pearson Edexcel Level 3 NVQ Diploma in Wood Occupations (Construction) – 601/6024/X

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

Minimum number of credits that must be achieved	98
Minimum number of credits that must be achieved at Level 3 or above	53
Number of mandatory credits that must be achieved	31
Number of credits that must be achieved from Pathway 1: Site Carpentry	115
Number of credits that must be achieved from Pathway 2: Architectural Joinery	90
Number of credits that must be achieved from Pathway 3: Wheelwrighting	99
Number of credits that must be achieved from Pathway 4: Shopfitting Site Work	73
Number of credits that must be achieved from Pathway 5: Shopfitting Bench Work	90
Number of credits that must be achieved from Pathway 6: Structural Post and Beam Carpentry	67
Number of credits that must be achieved from Pathway 7: Timber Frame Erection	90

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
3	A/503/1170	Confirming to General Health, Safety and Welfare in the Workplace	1	2	7
26	R/503/2924	Confirming the Occupational Methods of Work in the Workplace	3	11	37
35	A/503/2772	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace	3	10	33
36	M/503/2915	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5	8	27
Unit	**Unit reference number**	**Pathway 1A mandatory group**	**Level**	**Credit**	**Guided learning hours**
9	T/506/5172	Setting Up and Using Transportable Cutting and Shaping Machines in the Workplace	2	24	80
37	Y/506/5102	Installing Bespoke First Fixing Components in the Workplace	3	20	67
38	D/506/4971	Installing Bespoke Second Fixing Components in the Workplace	3	25	83
Unit	**Unit reference number**	**Pathway 1B option group**	**Level**	**Credit**	**Guided learning hours**
18	M/503/2641	Erecting Structural Carcassing Components in the Workplace	2	20	67
39	J/506/4978	Maintaining Non-structural or Structural Components in the Workplace	3	29	97
40	M/503/2414	Erecting Complex Roof Structure Carcassing Components in the Workplace	3	26	87

Unit	Unit reference number	Pathway 2A mandatory group	Level	Credit	Guided learning hours
20	A/506/4976	Manufacturing Routine Architectural Joinery Products in the Workplace	2	19	63
21	K/506/4973	Producing Setting Out Details for Routine Architectural Joinery Products in the Workplace	2	14	47
22	M/506/4974	Marking Out from Setting Out Details for Routine Architectural Joinery Products in the Workplace	2	12	40
41	K/506/4987	Manufacturing Bespoke Architectural Joinery Products in the Workplace	3	25	83
Unit	**Unit reference number**	**Pathway 2B option group**	**Level**	**Credit**	**Guided learning hours**
42	K/503/2718	Producing CAD Setting Out Details in the Workplace	3	30	100
43	A/503/2447	Setting Up and Using Fixed Machinery in the Workplace	3	24	80
44	M/506/4988	Producing Setting Out Details for Bespoke Architectural Joinery Products in the Workplace	3	20	67
Unit	**Unit reference number**	**Pathway 3A mandatory group**	**Level**	**Credit**	**Guided learning hours**
6	Y/503/2648	Producing Setting Out Details for Routine Wheelwrighting Products in the Workplace	2	14	47
7	A/503/2660	Marking Out from Setting Out Details for Routine Wheelwrighting Products in the Workplace	2	12	40
8	A/503/2707	Manufacturing Routine Wheelwrighting Products in the Workplace	2	24	80
45	D/503/2442	Manufacturing Bespoke Wheelwrighting Products in the Workplace	3	29	97

Unit	Unit reference number	Pathway 3B option group	Level	Credit	Guided learning hours
43	A/503/2447	Setting Up and Using Fixed Machinery in the Workplace	3	24	80
46	Y/503/2455	Producing Setting Out Details for Bespoke Wheelwrighting Products in the Workplace	3	20	67
Unit	**Unit reference number**	**Pathway 4A mandatory group**	**Level**	**Credit**	**Guided learning hours**
10	F/503/2708	Installing Shopfitting Frames and Finishings in the Workplace	2	23	77
11	J/503/2709	Installing Shopfitting Fitments in the Workplace	2	13	43
12	Y/503/2715	Installing Shopfronts and Finishings in the Workplace	2	13	43
43	A/503/2447	Setting Up and Using Fixed Machinery in the Workplace	3	24	80
Unit	**Unit reference number**	**Pathway 5A mandatory group**	**Level**	**Credit**	**Guided learning hours**
13	J/503/2645	Producing Setting Out Details for Routine Shopfitting Products in the Workplace	2	14	47
14	D/503/2652	Marking Out from Setting Out Details for Routine Shopfitting Products in the Workplace	2	12	40
15	T/503/2706	Manufacturing Routine Shopfitting Products in the Workplace	2	19	64
52	Y/503/2438	Manufacturing Bespoke Shopfitting Products in the Workplace	3	25	83

Unit	Unit reference number	Pathway 5B Option group	Level	Credit	Guided learning hours
42	K/503/2718	Producing CAD Setting Out Details in the Workplace	3	30	100
43	A/503/2447	Setting Up and Using Fixed Machinery in the Workplace	3	24	80
47	H/600/8573	Producing Wood and Wood-based Products using Computer Numerically Controlled/Numerically Controlled (CNC/NC) Machinery in the Workplace	2	22	73
48	L/503/2453	Producing Setting Out Details for Bespoke Shopfitting Products in the Workplace	3	20	67
Unit	**Unit reference number**	**Pathway 6A mandatory group**	**Level**	**Credit**	**Guided learning hours**
49	H/503/2474	Designing and Fabricating Structural Timber Connections in the Workplace	3	35	117
Unit	**Unit reference number**	**Pathway 6B Option group**	**Level**	**Credit**	**Guided learning hours**
29	R/506/3929	Slinging and Hand Signalling the Movement of Suspended Loads in the Workplace	2	10	33
42	K/503/2718	Producing CAD Setting Out Details in the Workplace	3	30	100
47	H/600/8573	Producing Wood and Wood-based Products using Computer Numerically Controlled/Numerically Controlled (CNC/NC) Machinery in the Workplace	2	22	73
50	Y/600/7663	Conserving or Restoring Heavy Timber Framework in the Workplace	3	32	107
51	K/503/2489	Fabricating Post and Beam Components in the Workplace	3	33	110

Unit	Unit reference number	Pathway 7 mandatory group	Level	Credit	Guided learning hours
27	R/506/4983	Erecting Timber Walls and Floors in the Workplace	2	23	77
28	D/506/4985	Erecting Timber Roof Structures in the Workplace	2	23	77
29	R/506/3929	Slinging and Hand Signalling the Movement of Suspended Loads in the Workplace	2	10	33
40	M/503/2414	Erecting Complex Roof Structure Carcassing Components in the Workplace	3	26	87
53	D/503/2747	Coordinating and Confirming the Dimensional Control Requirements of the Work in the Workplace	3	8	27

Unit endorsements for Level 2 NVQ Certificate in Wood Occupations (Construction)

Unit	Endorsement
9	Three of the following endorsements required for cutting machines: Drill Planer Biscuit jointer Disc cutter Saw – three of the following endorsements required: circular, chop, mitre, bench, jig, reciprocating, alligator or scroll PLUS Two of the following endorsements required for powered shaping machines: Thicknesser Sander Router Laminate trimmer
10	One of the following endorsements required: Timber Non-ferrous metal
11	One of the following endorsements required: Timber Non-ferrous metal
12	One of the following endorsements required: Timber Non-ferrous metal
13	One of the following endorsements required: Timber Non-ferrous metal
14	One of the following endorsements required: Timber Non-ferrous metal
15	One of the following endorsements required: Timber Non-ferrous metal

Unit endorsements for Level 2 NVQ Diploma in Wood Occupations (Construction)

Unit	Endorsement
9	Three of the following endorsements required for cutting machines: Drill Planer Biscuit jointer Disc cutter Saw – three of the following endorsements required: circular, chop, mitre, bench, jig, reciprocating, alligator or scroll PLUS Two of the following endorsements required for powered shaping machines: Thicknesser Sander Router Laminate trimmer
27	Pre-assembled roofs – mechanically handled Plus one of the following endorsements required: In situ roofs – manually handled In situ roofs – mechanically handled
29	The following endorsement is required (i.e. own area of work) Slinger signaller – timber frame erection only
30	The following endorsement is required: Timber cladding
31	The following endorsement is required: Timber cladding
32	The following endorsement is required: Timber cladding

Unit endorsements for Level 3 NVQ Diploma in Wood Occupations (Construction)

Unit	Endorsement
9	Three of the following endorsements required for cutting machines: Drill Planer Biscuit jointer Disc cutter Saw – three of the following endorsements required: circular, chop, mitre, bench, jig, reciprocating, alligator or scroll PLUS Two of the following endorsements required for powered shaping machines: Thicknesser Sander Router Laminate trimmer
10	One of the following endorsements required: Timber Non-ferrous metal
11	One of the following endorsements required: Timber Non-ferrous metal
12	One of the following endorsements required: Timber Non-ferrous metal
13	One of the following endorsements required: Timber Non-ferrous metal
14	One of the following endorsements required: Timber Non-ferrous metal
15	One of the following endorsements required: Timber Non-ferrous metal

Unit	Endorsement
27	Pre-assembled roofs – mechanically handled Plus one of the following endorsements required: In situ roofs – manually handled In situ roofs – mechanically handled
29	One of the following endorsements required (i.e. own area of work): Slinger signaller – Structural post and beam carpentry Slinger signaller – Timber frame erection
43	Six of the following endorsements required: Circular saw Tenoner Planer Spindle moulder Thicknesser Drill Bandsaw Grinder Morticer Sander
47	One endorsement required from list A or two endorsements from list B: List A: High-speed router Window centre List B: Single-end tenoner Sanding machine Double-end tenoner Boring machine Panel saw Shaping machine Morticing machines Edge bander Lathe Spindle moulder Four-sided planer Beam saw
48	One of the following endorsements required: Timber Non-ferrous metal
52	One of the following endorsements required: Timber Non-ferrous metal

5 Programme delivery

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

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our policy on *Collaborative arrangements for the delivery of vocational qualifications* can be found on our website.

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

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support includes the following.

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

Training and assessment delivery

Good practice in relation to training and assessment delivery includes the following.

- Offering flexible delivery and assessment to meet the needs of the employer and learner, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios.
- Planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is therefore important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practice their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning.
- Integrating the delivery and assessment of Personal, Learning and Thinking Skills (PLTS) and Employment Rights and Responsibilities (ERR) if the programme is being delivered as a part of an Apprenticeship. It is important that learners understand the relevance of these skills in the workplace and are aware of when and how they will be developing them.
- Developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and that indicates how and when the units will be assessed.
- Discussing and agreeing with the learner and employer suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement includes the following.

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

6 Centre resource requirements

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

General resource requirements

- Centres must have the appropriate physical resources to support delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment requirements/strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where RWE is permitted, it must offer the same conditions as the normal, day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment requirements/strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7, Access and recruitment*. For full details on the Equality Act 2010, please go to www.legislation.gov.uk.

7 Access and recruitment

Our policy on access to our qualifications is that:

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

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

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

Prior knowledge, skills and understanding

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

Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

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

8 Assessment

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

Language of assessment

Assessment of the internally assessed units may be in English, Welsh or Irish. If assessment is to be carried out in either Welsh or Irish then centres must inform Pearson at the point of learner registration.

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

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

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Both documents are on our website.

Internal assessment

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

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

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

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

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

Valid	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.

Learners can provide evidence of occupational competence from:

- **current practice** – where evidence is generated from a current job role
- a **programme of development** – where evidence comes from assessment opportunities built into a learning programme. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy.
- the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit's assessment criteria through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.

  Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website
- a combination of these.

Assessment strategy

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

Types of evidence

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

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

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

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

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

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

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

Appeals

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

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

Dealing with malpractice

Centres must have a policy for dealing with malpractice by learners. This policy must follow the *Pearson Assessment Malpractice Policy,* which is available on our website. Centres must report malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

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

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on our website.

Special consideration

Centres must operate special consideration in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. Special consideration may not be applicable in instances where:

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

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

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both of the documents mentioned above are on our website.

9 Centre recognition and approval

Centre recognition

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

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

Guidance on seeking approval to deliver Pearson vocational qualifications can be found on our website.

Approvals agreement

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

10 Quality assurance of centres

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

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

Centres offering competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits will reflect the centre's performance, taking account of the:

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

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a BTEC Apprenticeship framework) a single standards verifier will normally be allocated to verify all elements of the BTEC Apprenticeship programme. Centres should make use of our one-click learner registration to access this facility. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full BTEC Apprenticeship, the same standards verifier should be allocated. If a centre is also offering stand-alone BTEC qualifications in the same sector as a full BTEC Apprenticeship, a different quality assurance model applies.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the *NVQ Quality Assurance Centre Handbook,* the *BTEC Apprenticeships Quality Assurance Handbook* and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website.

11 Unit format

Each unit has the following sections.

Unit title

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

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

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

Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Guided learning hours

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

Unit summary

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

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

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

Assessment criteria

Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved.

Unit 1: Installing Frames and Linings in the Workplace

Unit reference number: L/503/2632

Level: 1

Credit value: 10

Guided learning hours: 33

Unit summary

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

Unit 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 frames and linings to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to comply with relevant legislation and official guidance when installing frames and linings	1.1	Describe the different types of instruction used with the method/procedure to install frames and linings			
		1.2	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		1.3	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		1.4	State what the accident reporting procedures are and who is responsible for making reports			
		1.5	State the types of fire extinguishers available when installing frames and linings and describe how and when they are used			
2	Maintain safe working practices when installing frames and linings	2.1	Use health and safety control equipment and access equipment/working platforms (if applicable) safely to carry out the activity in accordance with legislation and organisational requirements when installing frames and linings			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.2	State why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing frames and linings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective finishes – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		2.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		2.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
3	Select the required quantity and quality of resources for the methods of work to install frames and linings	3.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		3.2	Describe the characteristics, quality, uses, sustainability, limitations, and defects associated with the resources in relation to: – timber, manufactured sheet material, frames, window boards, linings, adhesives, sealants, fixings and associated ancillary items – hand and/or powered tools and equipment			
		3.3	State how the resources should be used correctly			
		3.4	Outline any potential hazards associated with the resources and method of work			
		3.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install frames and linings			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Minimise the risk of damage to the work and surrounding area when installing frames and linings	4.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		4.2	Minimise damage and maintain a clean work space			
		4.3	Dispose of waste in accordance with legislation			
		4.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		4.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
5	Complete the work within the allocated time when installing frames and linings	5.1	Demonstrate completion of the work within the allocated time			
		5.2	State the purpose of the work programme			
		5.3	State why deadlines should be kept in relation to agreed start and finish times			
6	Comply with the given contract information to install frames and linings to the required specification	6.1	Demonstrate the following work skills when installing frames and linings: – measuring, marking out, fitting, finishing, positioning and securing			
		6.2	Install frames (door and/or window) and linings (door and/or hatch) to given working instructions			
		6.3	Safely use and handle materials			
		6.4	Safely use hand tools, portable power tools and ancillary equipment			
		6.5	Safely store the materials, tools and equipment used when installing frames and linings			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix standard door and window frames, window boards, linings – form joints associated with first fixing – use hand tools, power tools and equipment – work at height – use access equipment			
		6.7	State the needs of other occupations and how to effectively communicate within a team when installing frames and linings			
		6.8	Describe how to maintain the tools and equipment used when installing frames and linings			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 2: Installing Internal Mouldings in the Workplace

Unit reference number: M/503/2638

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 installing internal mouldings in the workplace within the relevant sector of industry.

Unit 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 internal mouldings to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for assessment criterion 2.4.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to comply with relevant legislation and official guidance when installing internal moulding	1.1	Describe the different types of relevant instruction used with the method/procedure to install internal mouldings			
		1.2	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		1.3	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		1.4	State what the accident reporting procedures are and who is responsible for making reports			
		1.5	State the types of fire extinguishers available when installing internal mouldings and describe how and when they are used			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Maintain safe working practices when installing internal mouldings	2.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing internal mouldings			
		2.2	State why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing internal mouldings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective finishes – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		2.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		2.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
3	Select the required quantity and quality of resources for the methods of work to install internal mouldings	3.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		3.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – architrave, skirting, dado rails, picture rails, fixings and associated ancillary items – hand and/or powered tools and equipment			
		3.3	State how the resources should be used correctly			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Outline any potential hazards associated with the resources and method of work			
		3.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install internal mouldings			
4	Minimise the risk of damage to the work and surrounding area when installing internal mouldings	4.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		4.2	Minimise damage and maintain a clean work space			
		4.3	Dispose of waste in accordance with legislation			
		4.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		4.5	State why the disposal of waste should be carried out in relation to the work in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
5	Complete the work within the allocated time when installing internal moulding	5.1	Demonstrate completion of the work within the allocated time			
		5.2	State the purpose of the work programme			
		5.3	State why deadlines should be kept in relation to agreed start and finish times			
6	Comply with the given contract information to install internal mouldings to the required specification	6.1	Demonstrate the following work skills when installing internal mouldings: – measuring, marking out, fitting, finishing, positioning and securing			
		6.2	Install architrave and skirting and/or mouldings requiring scribes and mitres to given working instructions			
		6.3	Safely use and handle materials			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.4	Safely use hand tools, portable power tools and ancillary equipment			
		6.5	Safely store the materials, tools and equipment used when installing internal mouldings			
		6.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix: architraves, skirtings, dado rails, picture rails, mouldings, mitre and scribe, scribe to irregular surfaces, return mouldings across width and thickness – use hand tools, power tools and equipment – work at height – use access equipment			
		6.7	State the needs of other occupations and how to communicate within a team when installing internal mouldings			
		6.8	State how to sharpen the hand tools used when installing internal mouldings			
		6.9	Describe how to maintain the tools and equipment used when installing internal mouldings			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 3: Conforming to General Health, Safety and Welfare in the Workplace

Unit reference number: A/503/1170

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.

Unit 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.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Comply with all workplace health, safety and welfare legislation requirements	1.1	Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area			
		1.2	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements			
		1.3	Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment			
		1.4	State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		1.5	State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions			
		1.6	State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.7	State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area			
		1.8	State how to comply with control measures that have been identified by risk assessments and safe systems of work			
2	Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures	2.1	Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures			
		2.2	List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities			
		2.3	List the current Health and Safety Executive top ten safety risks			
		2.4	List the current Health and Safety Executive top five health risks			
		2.5	State how changing circumstances within the workplace could cause hazards			
		2.6	State the methods used for reporting changed circumstances, hazards and incidents in the workplace			
3	Comply with organisational policies and procedures to contribute to health, safety and welfare	3.1	Interpret and comply with given instructions to maintain safe systems of work and quality working practices			
		3.2	Contribute to discussions by offering/providing feedback relating to health, safety and welfare			
		3.3	Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures			
		3.4	Safely store health and safety control equipment in accordance with given instructions			
		3.5	Dispose of waste and/or consumable items in accordance with legislation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.6	State the organisational policies and procedures for health, safety and welfare, in relation to: – dealing with accidents and emergencies associated with the work and environment – methods of receiving or sourcing information – reporting – stopping work – evacuation – fire risks and safe exit procedures – consultation and feedback			
		3.7	State the appropriate types of fire extinguishers relevant to the work			
		3.8	State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance			
4	Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area	4.1	Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare			
		4.2	State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: – recognising when to stop work in the face of serious and imminent danger to self and/or others – contributing to discussions and providing feedback – reporting changed circumstances and incidents in the workplace – complying with the environmental requirements of the workplace			
		4.3	Give examples of how the behaviour and actions of individuals could affect others within the workplace			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Comply with and support all organisational security arrangements and approved procedures	5.1	Provide appropriate support for security arrangements in accordance with approved procedures: – during the working day – on completion of the day's work – for unauthorised personnel (other operatives and the general public) – for theft			
		5.2	State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 4: Moving, Handling and Storing Resources in the Workplace

Unit reference number: F/503/1171

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.

Unit 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 recording

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Comply with given information when moving, handling and/or storing resources	1.1	Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation			
		1.2	Interpret the given information relating to the use and storage of lifting aids and equipment			
		1.3	Describe the different types of technical, product and regulatory information, their source and how they are interpreted			
		1.4	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.5	Describe how to obtain information relating to using and storing lifting aids and equipment			
2	Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making the reports			
		2.4	State the appropriate types of fire extinguishers relevant to the work			
		2.5	Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance			
3	Maintain safe working practices when moving, handling and/or storing resources	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources			
		3.2	Use lifting aids safely as appropriate to the work			
		3.3	Protect the environment in accordance with safe working practices as appropriate to the work			
		3.4	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.5	Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions			
		3.6	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources	4.1	Select the relevant resources to be moved, handled and/or stored, associated with own work			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: – lifting and handling aids – container(s) – fixing, holding and securing systems			
		4.3	Describe how the resources should be handled and how any problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and methods of work			
5	Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources	5.1	Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Dispose of waste and packaging in accordance with legislation			
		5.3	Maintain a clean work space when moving, handling or storing resources			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when moving, handling and/or storing resources	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			
7	Comply with the given occupational resource information to move, handle and/or store resources to the required guidance	7.1	Demonstrate the following work skills when moving, handling and/or storing occupational resources: – moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques			
		7.2	Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: – sheet material – loose material – bagged or wrapped material – fragile material – tools and equipment – components – liquids			
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources			
		7.4	Describe the needs of other occupations when moving, handling and/or storing resources			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 5: Conforming to Productive Working Practices in the Workplace

Unit reference number: J/503/1169

Level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain relevant records in accordance with the organisational procedures	3.1	Complete relevant documentation according to the occupation as required by the organisation			
		3.2	Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: – job cards – worksheets – material/resource lists – time sheets			
		3.3	Explain the reasons for ensuring documentation is completed clearly and within given timescales			
4	Maintain good working relationships when conforming to productive working practices	4.1	Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships			
		4.2	Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others			
		4.3	Describe how to maintain good working relationships, in relation to: – individuals – customer and operative – operative and line management – own and other occupations			
		4.4	Describe why it is important to work effectively with line management, colleagues and customers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how working relationships could have an effect on productive working			
		4.6	Describe how to apply principles of equality and diversity when communicating and working with others			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 6: Producing Setting Out Details for Routine Wheelwrighting Products in the Workplace

Unit reference number: Y/503/2648

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 producing setting out details for routine wheelwrighting products in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when producing setting out details for routine wheelwrighting products	1.1	Interpret and extract information from drawings, specifications, cutting lists, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, cutting lists, method statements, risk assessments, manufacturers' information, component standards and current regulations (animal welfare)			
2	Know how to comply with relevant legislation and official guidance when producing setting out details for routine wheelwrighting products	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when producing setting out details for routine wheelwrighting products	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when producing setting out details for routine wheelwrighting products			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing setting out details for routine wheelwrighting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to produce setting out details for routine wheelwrighting products	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, paper for rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items – marking and testing tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce setting out details for routine wheelwrighting products			
5	Minimise the risk of damage to the work and surrounding area when producing setting out details for routine wheelwrighting products	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when producing setting out details for routine wheelwrighting products	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			
7	Comply with the given contract information to produce setting out details for routine wheelwrighting products to the required specification	7.1	Demonstrate the following work skills when producing setting out details for routine wheelwrighting products: – measuring, marking out and drawing			
		7.2	Produce setting out details and cutting lists for wheels to given working instructions			
		7.3	Produce setting out details and cutting lists for routine wheelwrighting products (carriage construction) to given working instructions; for one of the following: – doors – frames – wooden framed vehicles – shafts			
		7.4	Safely use and handle materials			
		7.5	Safely use marking and testing tools and ancillary equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.6	Safely store the materials, tools and equipment used when producing setting out details for routine wheelwrighting products			
		7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set out and produce cutting lists for routine products – produce straight in plan and elevation: doors, frames (glazed and non-glazed), windows with opening lights, linings, units, fitments and panelling/cladding, staircases – produce wooden framed vehicles, shafts and wheels – take site and workplace dimensions – proportion joints associated with the product and construction method – use marking and testing tools – requisition material			
		7.8	Describe the needs of other occupations and how to communicate within a team when producing setting out details for routine wheelwrighting products			
		7.9	Describe how to maintain the tools and equipment used when producing setting out details for routine wheelwrighting products			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 7: Marking Out from Setting Out Details for Routine Wheelwrighting Products in the Workplace

Unit reference number: A/503/2660

Level: 2

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 marking out from setting out details for routine wheelwrighting products in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when marking out from setting out details for routine wheelwrighting products	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare)			
2	Know how to comply with relevant legislation and official guidance when marking out from setting out details for routine wheelwrighting products	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, 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
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when marking out from setting out details for routine wheelwrighting products	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when marking out from setting out details for routine wheelwrighting products			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to marking out from setting out details for routine wheelwrighting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to mark out from setting out details for routine wheelwrighting products	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, setting out rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items – marking and testing tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to mark out from setting out details for routine wheelwrighting products			
5	Minimise the risk of damage to the work and surrounding area when marking out from setting out details for routine wheelwrighting products	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when marking out from setting out details for routine wheelwrighting products	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			
7	Comply with the given contract information to mark out from setting out details for routine wheelwrighting products to the required specification	7.1	Demonstrate the following work skills when marking out from setting out details for routine wheelwrighting products: – measuring, marking out and drawing			
		7.2	Mark out from setting out rods (template) routine wheelwrighting products (carriage construction) to contractor's working instructions; one of the following: – doors – frames – wooden framed vehicles – shafts wheels			
		7.3	Safely use and handle materials			
		7.4	Safely use marking and testing tools and ancillary equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.5	Safely store the materials, tools and equipment used when marking out from setting out details for routine wheelwrighting products			
		7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – mark out from setting out details and cutting lists – produce straight in plan and elevation: doors and frames (glazed and/or non-glazed), windows with opening lights, linings, units, fitments and panelling/cladding, staircases – produce wooden framed vehicles, shafts and wheels – take site and/or workplace dimensions – proportion joints associated with the product and construction method – use marking and testing tools – requisition material			
		7.7	Describe the needs of other occupations and how to communicate within a team when marking out from setting out details for routine wheelwrighting products			
		7.8	Describe how to maintain the tools and equipment used when marking out from setting out details for routine wheelwrighting products			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 8: Manufacturing Routine Wheelwrighting Products in the Workplace

Unit reference number: A/503/2707

Level: 2

Credit value: 24

Guided learning hours: 80

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in and maintain the tools and equipment used when manufacturing routine wheelwrighting products in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when manufacturing routine wheelwrighting products	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare)			
2	Know how to comply with relevant legislation and official guidance when manufacturing routine wheelwrighting products	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when manufacturing routine wheelwrighting products and describe how and when they are used			
3	Maintain safe working practices when manufacturing routine wheelwrighting products	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when manufacturing routine wheelwrighting products			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to manufacturing routine wheelwrighting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to manufacture routine wheelwrighting products	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, pre-machined components, setting out rods, non-ferrous metal, fabric, metal and rubber rims, glass, plastic, ironmongery, adhesives, fixings and associated ancillary items – hand and/or powered tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to manufacture routine wheelwrighting products			
5	Minimise the risk of damage to the work and surrounding area when manufacturing routine wheelwrighting products	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when manufacturing routine wheelwrighting products	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			
7	Comply with the given contract information to manufacture routine wheelwrighting products to the required specification	7.1	Demonstrate the following work skills when manufacturing routine wheelwrighting products: – measuring, marking out, fitting, finishing, positioning and securing			
		7.2	Fit and assemble wheels (including butt welding rim) to given working instructions			
		7.3	Fit and assemble to form routine manufactured wheelwrighting products (carriage construction) to given working instructions; one of the following: – doors – frames – wooden framed vehicles – shafts			
		7.4	Safely use and handle materials			
		7.5	Safely use hand tools, portable power tools and ancillary equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.6	Safely store the materials, tools and equipment used when manufacturing routine wheelwrighting products			
		7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – fit and assemble routine products – produce straight in plan and elevation: doors, windows with opening lights, units, fitments and panelling/cladding, staircases – produce wooden framed vehicles, shafts and wheels – produce welded carriage components			
		7.8	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – take site and workplace dimensions – form joints associated with the product and construction method – use hand tools, power tools and equipment – requisition material			
		7.9	Describe the needs of other occupations and how to effectively communicate within a team when manufacturing routine wheelwrighting products			
		7.10	Describe the methods of sharpening the hand tools used when manufacturing routine wheelwrighting products			
		7.11	Describe how to maintain the tools and equipment used when manufacturing routine wheelwrighting products			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 9: Setting Up and Using Transportable Cutting and Shaping Machines in the Workplace

Unit reference number: T/506/5172

Level: 2

Credit value: 24

Guided learning hours: 80

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant Rule of Combination (RoC). Please refer to the RoC applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when setting up and using transportable cutting and shaping machines	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations associated with operating machines			
2	Know how to comply with relevant legislation and official guidance when setting up and using transportable cutting and shaping machines	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when setting up and using transportable cutting and shaping machines and describe how and when they are used			
3	Maintain safe working practices when setting up and using transportable cutting and shaping machines	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when setting up and using transportable cutting and shaping machines			
		3.2	Demonstrate compliance with given information and relevant legislation when setting up and using transportable cutting and shaping machines in relation to: – safe use of access equipment – safe handling of materials – safe use and storage of materials, tools, equipment and ancillaries – specific risks to health			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to setting up and using transportable cutting and shaping machines, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities			
4	Select the required quantity and quality of resources for the methods of work to set up and use transportable cutting and shaping machines	4.1	Select resources associated with own work in relation to materials, components and fixings, tools, equipment and accessories			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – accessories – tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to set up and use transportable cutting and shaping machines			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to set up and use transportable cutting and shaping machines to the required specification	7.1	Demonstrate the following work skills when setting up and using transportable cutting and shaping machines: – measuring, marking out, fitting, fixing, positioning, securing and operating			
		7.2	Use and maintain tools, accessories and ancillary equipment			
		7.3	Set up and use three of the following powered cutting machines to given working instructions: – saw (three from the following: circular, chop, mitre, bench, jig, reciprocating, alligator or scroll) – drill – planer – biscuit jointer – disc cutter			
		7.4	Set up and use two of the following powered shaping machines to given working instructions: – thicknesser – sander (orbital, belt, disc) – router – laminate trimmer			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.5	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – check powered transportable cutting and shaping machines (fuel and electric mains/battery) for serviceability – check voltage requirements, safety cut offs and circuit breakers – set up machines in preparation for use – fix and secure work – select and ensure safety guards are in place in accordance with machine instructions – select accessories for the machine and the work – identify maintenance requirements for accessories			
		7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – cut and shape materials to agreed tolerances – change saw blades: circular, chop, mitre, bench, jig, reciprocating, alligator and scroll – change accessories: drill bits, router bits, discs, planner blades, abrasives – use templates, profiles and jigs – operate fixed machines – use tools, accessories and equipment – work at height – use access equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.7	Describe the needs of other occupations and how to effectively communicate within a team when setting up and using powered transportable cutting and shaping machines			
		7.8	Describe how to maintain the tools, accessories and ancillary equipment used when setting up and using transportable cutting and shaping machines			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 10: Installing Shopfitting Frames and Finishings in the Workplace

Unit reference number: F/503/2708

Level: 2

Credit value: 23

Guided learning hours: 77

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

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

- timber
- non-ferrous metal.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing shopfitting frames and finishings	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings			
2	Know how to comply with relevant legislation and official guidance when installing shopfitting frames and finishings	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when installing shopfitting frames and finishings and describe how and when they are used			
3	Maintain safe working practices when installing shopfitting frames and finishings	3.1	Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing shopfitting frames and finishings			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing shopfitting frames and finishings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install shopfitting frames and finishings to the required specification	7.1	Demonstrate the following work skills when installing shopfitting frames and finishings: – measuring, marking out, fitting, finishing, positioning and securing			
		7.2	Install three of the following in timber and/or non-ferrous metal to given working instructions: – door frames – linings – hung doors – door sets – mouldings/trims – ironmongery – service encasement – wall panelling/cladding – partition walling – staircase finishings and balustrading – staircases – bulkheads and soffits			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.2	Install three of the following in timber and/or non-ferrous metal to given working instructions: – door frames – linings – hung doors – door sets – mouldings/trims – ironmongery – service encasement – wall panelling/cladding – partition walling – staircase finishings and balustrading – staircases – bulkheads and soffits			
		7.3	Safely use and handle materials			
		7.4	Safely use hand tools, portable power tools and ancillary equipment			
		7.5	Safely store the materials, tools and equipment used when installing shopfitting frames and finishings			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix timber and/or non-ferrous metal: door frames, linings, hung doors (fire resisting and non-fire resisting), door sets, ironmongery, architraves, skirtings, dado rails, trims, panelling/cladding, service encasements, partition walling, staircase finishings and balustrades, staircases, baulkheads and soffits – form joints associated with shopfitting – use hand tools, power tools and equipment – work at height – use access equipment			
		7.7	Describe the needs of other occupations and how to effectively communicate within a team when installing shopfitting frames and finishings			
		7.8	Describe the methods of sharpening the hand tools used when installing shopfitting frames and finishings			
		7.9	Describe how to maintain the tools and equipment used when installing shopfitting frames and finishings			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 11: Installing Shopfitting Fitments in the Workplace

Unit reference number: J/503/2709

Level: 2

Credit value: 13

Guided learning hours: 43

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

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

- timber
- non-ferrous metal.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing shopfitting fitments	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings			
2	Know how to comply with relevant legislation and official guidance when installing shopfitting fitments	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when installing shopfitting fitments and describe how and when they are used			
3	Maintain safe working practices when installing shopfitting fitments	3.1	Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing shopfitting fitments			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing shopfitting fitments, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install shopfitting fitments	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, metals, plastics, fabrics, counters, display units, shelving units, fixed seating, adhesives, sealants, fixings and associated ancillary items – hand and/or powered tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install shopfitting fitments			
5	Minimise the risk of damage to the work and surrounding area when installing shopfitting fitments	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when installing shopfitting fitments	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			
7	Comply with the given contract information to install shopfitting fitments to the required specification	7.1	Demonstrate the following work skills when installing shopfitting fitments: – measuring, marking out, fitting, finishing, positioning and securing			
		7.2	Install two of the following in timber and/or non-ferrous metal to given working instructions: – counters – display units – shelving units – fixed seating			
		7.3	Safely use and handle materials			
		7.4	Safely use hand tools, portable power tools and ancillary equipment			
		7.5	Safely store the materials, tools and equipment used when installing shopfitting fitments			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix timber and/or non-ferrous metal counters, display units, shelving units and fixed seating – form joints associated with shopfitting – use hand tools, power tools and equipment – work at height – use access equipment			
		7.7	Describe the needs of other occupations and how to effectively communicate within a team when installing shopfitting fitments			
		7.8	Describe the methods of sharpening the hand tools used when installing shopfitting fitments			
		7.9	Describe how to maintain the tools and equipment used when installing shopfitting fitments			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 12: Installing Shopfronts and Finishings in the Workplace

Unit reference number: Y/503/2715

Level: 2

Credit value: 13

Guided learning hours: 43

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

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

- timber
- non-ferrous metal.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing shopfronts and finishings	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings			
2	Know how to comply with relevant legislation and official guidance when installing shopfronts and finishings	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when installing shopfronts and finishings and describe how and when they are used			
3	Maintain safe working practices when installing shopfronts and finishings	3.1	Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing shopfronts and finishings			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing shopfronts and finishings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install shopfronts and finishings to the required specification	7.1	Demonstrate the following work skills when installing shopfronts and finishings: – measuring, marking out, fitting, finishing, positioning and securing			
		7.2	Install three of the following in timber and/or non-ferrous metal to given working instructions: – shopfront surrounds – stall risers – mouldings/trims – window beds – fascias – specialist treatment and finishing of non-ferrous metal (applies to non-ferrous metal only)			
		7.3	Safely use and handle materials			
		7.4	Safely use hand tools, portable power tools and ancillary equipment			
		7.5	Safely store the materials, tools and equipment used when installing shopfronts and finishings			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix timber and/or non-ferrous metal shopfront surrounds, stall risers, mouldings/trims, window beds, fascias and signs – form joints associated with shopfitting – treat and finish non-ferrous metal – use hand tools, power tools and equipment – work at height – use access equipment			
		7.7	Describe the needs of other occupations and how to effectively communicate within a team when installing shopfronts and finishings			
		7.8	Describe the methods of sharpening the hand tools used when installing shopfronts and finishings			
		7.9	Describe how to maintain the tools and equipment used when installing shopfronts and finishings			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 13: Producing Setting Out Details for Routine Shopfitting Products in the Workplace

Unit reference number: J/503/2645

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 producing setting out details for routine bench joinery products in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

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

- timber
- non-ferrous metal.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when producing setting out details for routine shopfitting products	1.1	Interpret and extract relevant information from drawings, specifications, cutting lists, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, cutting lists, method statements, risk assessments, manufacturers' information, component standards and regulations governing buildings (animal welfare)			
2	Know how to comply with relevant legislation and official guidance when producing setting out details for routine shopfitting products	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when producing setting out details for routine shopfitting products	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when producing setting out details for routine shopfitting products			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to produce setting out details for routine shopfitting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to produce setting out details for routine shopfitting products	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, paper for rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items – marking and testing tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce setting out details for routine shopfitting products			
5	Minimise the risk of damage to the work and surrounding area when producing setting out details for routine shopfitting products	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when producing setting out details for routine shopfitting products	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			
7	Comply with the given contract information to produce setting out details for routine shopfitting products to the required specification	7.1	Demonstrate the following work skills when producing setting out details for routine shopfitting products: – measuring, marking out and drawing			
		7.2	Produce setting out details and cutting lists for routine shopfitting products (timber and/or non-ferrous metal based) to given working instructions; for two of the following: – doors – frames and linings – shopfront sashes including associated elements – panelling/cladding – wall and floor units			
		7.3	Safely use and handle materials			
		7.4	Safely use marking and testing tools and ancillary equipment			
		7.5	Safely store the materials, tools and equipment used when producing setting out details for routine shopfitting products to the required specification			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set out and produce cutting lists for routine products – produce straight in plan and elevation: doors, frames (glazed and non-glazed), windows with opening lights, linings, units, fitments and panelling/cladding, staircases – take site and workplace dimensions – proportion joints associated with the product and construction method – use marking and testing tools – requisition material			
		7.7	Describe the needs of other occupations and how to effectively communicate within a team when producing setting out details for routine shopfitting products			
		7.8	Describe how to maintain the tools and equipment used when producing setting out details for routine shopfitting products			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 14: Marking Out from Setting Out Details for Routine Shopfitting Products in the Workplace

Unit reference number: D/503/2652

Level: 2

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 marking out from setting out details for routine shopfitting products in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

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

- timber
- non-ferrous metal.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when marking out from setting out details for routine shopfitting products	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare)			
2	Know how to comply with relevant legislation and official guidance when marking out from setting out details for routine shopfitting products	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when marking out from setting out details for routine shopfitting products	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when marking out from setting out details for routine shopfitting products			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to marking out from setting out details for routine shopfitting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to mark out from setting out details for routine shopfitting products	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, setting out rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items – marking and testing tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to mark out from setting out details for routine shopfitting products			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to mark out from setting out details for routine shopfitting products to the required specification	7.1	Demonstrate the following work skills when marking out from setting out details for routine shopfitting products: – measuring, marking out and drawing			
		7.2	Mark out from setting out rods (template) routine shopfitting products (timber and/or non-ferrous metal based) to given working instructions; two of the following: – shop doors – frames and linings – shopfront sashes including associated elements – panelling/cladding – wall and floor units			
		7.3	Safely use and handle materials			
		7.4	Safely use marking and testing tools and ancillary equipment			
		7.5	Safely store the materials, tools and equipment used when marking out from setting out details for routine shopfitting products			
		7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – mark out from setting out details and cutting lists – produce straight in plan and elevation: doors, frames (glazed and/or non-glazed), windows with opening lights, linings, units, fitments and panelling/cladding, staircases – take site and/or workplace dimensions – proportion joints associated with the product and construction method – use marking and testing tools – requisition material			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.7	Describe the needs of other occupations and how to effectively communicate within a team when marking out from setting out details for routine shopfitting products			
		7.8	Describe how to maintain the tools and equipment used when marking out from setting out details for routine shopfitting products			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 15: Manufacturing Routine Shopfitting Products in the Workplace

Unit reference number: T/503/2706

Level: 2

Credit value: 19

Guided learning hours: 63

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in manufacturing routine shopfitting products in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

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

- timber
- non-ferrous metal.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when manufacturing routine shopfitting products	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, cutting lists manufacturers' information, component standards and regulations governing buildings (animal welfare)			
2	Know how to comply with relevant legislation and official guidance when manufacturing routine shopfitting products	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when manufacturing routine shopfitting products and describe how and when they are used			
3	Maintain safe working practices when manufacturing routine shopfitting products	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when manufacturing routine shopfitting products			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to manufacturing routine shopfitting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to manufacture routine shopfitting products	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, pre-machined components, setting out rods, non-ferrous metal, fabric, metal and rubber rims, glass, plastic, ironmongery, adhesives, fixings and associated ancillary items – hand and/or powered tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to manufacture routine shopfitting products			
5	Minimise the risk of damage to the work and surrounding area when manufacturing routine shopfitting products	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when manufacturing routine shopfitting products	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			
7	Comply with the given contract information to manufacture routine shopfitting products to the required specification	7.1	Demonstrate the following work skills when manufacturing routine shopfitting products: – measuring, marking out, fitting, finishing, positioning and securing			
		7.2	Fit and assemble to form routine manufactured shopfitting products (timber and/or non-ferrous metal based) to given working instructions; two of the following: – shop doors – frames and linings – shopfront sashes including associated elements – panelling/cladding – wall and floor units			
		7.3	Safely use and handle materials			
		7.4	Safely use hand tools, portable power tools and ancillary equipment			
		7.5	Safely store the materials, tools and equipment used when manufacturing routine shopfitting products			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – fit and assemble routine products – produce straight in plan and elevation: doors, windows with opening lights, units, fitments and panelling/cladding, staircases – take site and workplace dimensions – form joints associated with the product and construction method – use hand tools, power tools and equipment – requisition material			
		7.7	Describe the needs of other occupations and how to effectively communicate within a team when manufacturing routine shopfitting products			
		7.8	Describe the methods of sharpening the hand tools used when manufacturing routine shopfitting products			
		7.9	Describe how to maintain the tools and equipment used when manufacturing routine shopfitting products			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 16: Installing First Fixing Components in the Workplace

Unit reference number: K/503/3402

Level: 2

Credit value: 18

Guided learning hours: 60

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing first fixing components	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings			
2	Know how to comply with relevant legislation and official guidance when installing first fixing components	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, below ground level, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install first fixing components	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, metals, frames, linings, staircases, adhesives, sealants, fixings and associated ancillary items – hand and/or powered tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install first fixing components			
5	Minimise the risk of damage to the work and surrounding area when installing first fixing components	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when installing first fixing components	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			
7	Comply with the given contract information to install first fixing components to the required specification	7.1	Demonstrate the following work skills when installing first fixing components: – measuring, marking out, fitting, finishing, positioning and securing			
		7.2	Install four of the following to given working instructions: – frames (door and/or window) – linings (door and/or hatch) – floor joist coverings (or flat roof decking) – partitions (straight) – staircases (straight)			
		7.3	Safely use and handle materials			
		7.4	Safely use hand tools, portable power tools and ancillary equipment			
		7.5	Safely store the materials, tools and equipment used when installing first fixing components			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 17: Installing Second Fixing Components in the Workplace

Unit reference number: T/503/3404

Level: 2

Credit value: 23

Guided learning hours: 77

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing second fixing components	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings			
2	Know how to comply with relevant legislation and official guidance when installing second fixing components	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install second fixing components	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, timber boarding, plastics, metals, doors, mouldings, ironmongery, wall and floor units/fitments, adhesives, sealants, fixings and associated ancillary items – hand and/or powered tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install second fixing components			
5	Minimise the risk of damage to the work and surrounding area when installing second fixing components	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when installing second fixing components	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			
7	Comply with the given contract information and the required specification to install second fixing components	7.1	Demonstrate the following work skills when installing second fixing components: – measuring, marking out, fitting, finishing, positioning and securing.			
		7.2	Install five of the following to given working instructions: – side hung doors – mouldings (standard architrave, skirting) – ironmongery – service encasement – wall and floor units/fitments – cladding – stair components (balustrades, handrails, spindles)			
		7.3	Safely use and handle materials			
		7.4	Safely use hand tools, portable power tools and ancillary equipment			
		7.5	Safely store the materials, tools and equipment used when installing second fixing components			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix internal and external side hung doors, ironmongery, standard architraves, skirting, dado rails, picture rails, internal and external cladding, service encasements, wall and floor units/fitments and stair components – form joints associated with second fixing – use hand tools, power tools and equipment – work at height – use access equipment			
		7.7	Describe the needs of other occupations and how to effectively communicate within a team when installing second fixing components			
		7.8	Describe the methods of sharpening the hand tools used when installing second fixing components			
		7.9	Describe how to maintain the tools and equipment used when installing second fixing components			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 18: Erecting Structural Carcassing Components in the Workplace

Unit reference number: M/503/2641

Level: 2

Credit value: 20

Guided learning hours: 67

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting structural carcassing components	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings			
2	Know how to comply with relevant legislation and official guidance when erecting structural carcassing components	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/ storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when erecting structural carcassing components and describe how and when they are used			
3	Maintain safe working practices when erecting structural carcassing components	3.1	Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when with erecting structural carcassing components			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to with erecting structural carcassing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to erect structural carcassing components to the required specification	7.1	Demonstrate the following work skills when erecting structural carcassing components: – measuring, marking out, cutting, fitting, finishing, positioning and securing			
		7.2	Erect one of the following to given working instructions: – inclined roofs with gables – roof verge and eaves finishings – joists (ground, upper or flat roof), including coverings (flat roofs, decks or floors)			
		7.3	Safely use and handle materials.			
		7.4	Safely use hand tools, portable power tools and ancillary equipment			
		7.5	Safely store the materials, tools and equipment used when erecting structural carcassing components			
		7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix gable roof trussed rafters, cut roofs, ground, upper and flat roof joists – cut, fit and fix coverings and finishings in timber and plastic (flat roofs, verges and eaves, floors, decks) – form joints associated with carcassing – use hand tools, power tools and equipment – work at height – use access equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.7	Describe the needs of other occupations and how to effectively communicate within a team when erecting structural carcassing components			
		7.8	Describe the methods of sharpening the hand tools used when erecting structural carcassing components			
		7.9	Describe how to maintain the tools and equipment used when erecting structural carcassing components			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 19: Maintaining Non-structural Carpentry Work in the Workplace

Unit reference number: T/503/2642

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 maintaining non-structural carpentry work in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when maintaining non-structural carpentry work	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings			
2	Know how to comply with relevant legislation and official guidance when maintaining non-structural carpentry work	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/ storage of materials and by manual handling and mechanical lifting			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when maintaining non-structural carpentry work and describe how and when they are used			
3	Maintain safe working practices when maintaining non-structural carpentry work	3.1	Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when maintaining non-structural carpentry work			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining non-structural carpentry work, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to maintaining non-structural carpentry work to the required specification	7.1	Demonstrate the following work skills when maintaining non-structural carpentry work: – measuring, marking out, splicing, fitting, finishing, positioning and securing			
		7.2	Repair and/or replace four of the following to given working instructions: – frames – mouldings – doors – windows (including replacement glazing) – door and/or window ironmongery – verge and/or eaves – guttering and downpipes – sash cords			
		7.3	Prime the repair to the work to given working instructions			
		7.4	Safely use and handle materials			
		7.5	Safely use hand tools, portable power tools and ancillary equipment			
		7.6	Safely store the materials, tools and equipment used when maintaining non-structural carpentry work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – splice and replace frames and mouldings – repair and replace doors and windows – repair and replace ironmongery – repair or replace guttering, downpipes – replace sash cords – replace architraves, skirting, dado rails and picture rails – form joints associated with repairs – use hand tools, power tools and equipment – work at height – use access equipment			
		7.8	Describe the needs of other occupations and how to effectively communicate within a team when maintaining non-structural carpentry work			
		7.9	Describe the methods of sharpening the hand tools used when maintaining non-structural carpentry work			
		7.10	Describe how to maintain the tools and equipment used when maintaining non-structural carpentry work			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 20: Manufacturing Routine Architectural Joinery Products in the Workplace

Unit reference number: A/506/4976

Level: 2

Credit value: 19

Guided learning hours: 63

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in maintaining architectural joinery products in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when manufacturing routine architectural joinery products	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).			
2	Know how to comply with relevant legislation and official guidance when manufacturing routine architectural joinery products	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	Describe the types of fire extinguishers available when manufacturing routine architectural joinery products and describe how and when they are used			
3	Maintain safe and healthy working practices when manufacturing routine architectural joinery products	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when manufacturing routine architectural joinery products			
		3.2	Demonstrate compliance with given information and relevant legislation when manufacturing routine architectural joinery products in relation to – safe handling of materials – safe use and storage of materials, tools and equipment – specific risks to health			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to manufacturing routine architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities			
4	Select the required quantity and quality of resources for the methods of work to manufacture routine architectural joinery products	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, pre-machined components, setting out rods, non-ferrous metal, fabric, metal and rubber rims, glass, plastic, ironmongery, adhesives, fixings and associated ancillary items – hand and/or powered tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to manufacture routine architectural joinery products			
5	Minimise the risk of damage to the work and surrounding area when manufacturing routine architectural joinery products	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when manufacturing routine architectural joinery products	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			
7	Comply with the given contract information to manufacture routine architectural joinery products to the required specification	7.1	Demonstrate the following work skills when manufacturing routine bench/architectural joinery products: – measuring, marking out, fitting, finishing, positioning and securing			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment			
		7.3	Fit and assemble to form routine manufactured architectural joinery products to given working instructions; two of the following: – doors – windows with opening lights – units and/or fitments (panelling/cladding) – staircases			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – fit and assemble routine products – produce straight in plan and elevation: doors, windows with opening lights, units, fitments and panelling/cladding, staircases – take site and workplace dimensions – form joints associated with the product and construction method – use hand tools, power tools and equipment – requisition material			
		7.5	Describe the needs of other occupations and how to effectively communicate within a team when manufacturing routine architectural joinery products			
		7.6	Describe the methods of sharpening the hand tools used when manufacturing routine architectural joinery products			
		7.7	Describe how to maintain the tools and equipment used when manufacturing routine architectural joinery products			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 21: Producing Setting Out Details for Routine Architectural Joinery Products in the Workplace

Unit reference number: K/506/4973

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 producing setting out details for routine architectural joinery products in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when producing setting out details for routine architectural joinery products	1.1	Interpret and extract relevant information from drawings, specifications, cutting lists, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, cutting lists, method statements, risk assessments, manufacturers' information, component standards and regulations governing buildings (animal welfare)			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when producing setting out details for routine architectural joinery products	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe and healthy working practices when producing setting out details for routine architectural joinery products	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing setting out details for routine architectural joinery products			
		3.2	Demonstrate compliance with given information and relevant legislation when producing setting out details for routine architectural joinery products in relation to – safe handling of materials – safe use and storage of materials, tools and equipment – specific risks to health			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing setting out details for routine architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities			
4	Select the required quantity and quality of resources for the methods of work to produce setting out details for routine architectural joinery products	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, paper for rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items – marking and testing tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce setting out details for routine architectural joinery products			
5	Minimise the risk of damage to the work and surrounding area when producing setting out details for routine architectural joinery products	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when producing setting out details for routine architectural joinery products	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			
7	Comply with the given contract information to produce setting out details for routine architectural joinery products to the required specification	7.1	Demonstrate the following work skills when producing setting out details for routine architectural joinery products: – measuring, marking out and drawing			
		7.2	Use and maintain marking and testing tools and ancillary equipment			
		7.3	Produce setting out details and cutting lists for routine architectural joinery products to given working instructions; for two of the following: – doors – windows with opening lights – units and/or fitments (panelling/cladding) – staircases			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set out and produce cutting lists for routine products – produce straight in plan and elevation: doors, frames (glazed and non-glazed), windows with opening lights, linings, units, fitments and panelling/cladding, staircases – take site and workplace dimensions – proportion joints associated with the product and construction method – use marking and testing tools – requisition material			
		7.5	Describe the needs of other occupations and how to effectively communicate within a team when producing setting out details for routine architectural joinery products			
		7.6	Describe how to maintain the tools and equipment used when producing setting out details for routine architectural joinery products			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 22: Marking Out from Setting Out Details for Routine Architectural Joinery Products in the Workplace

Unit reference number: M/506/4974

Level: 2

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 marking out from setting out details for routine architectural joinery products in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when marking out from setting out details for routine architectural joinery products	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare)			
2	Know how to comply with relevant legislation and official guidance when marking out from setting out details for routine architectural joinery products	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe and healthy working practices when marking out from setting out details for routine architectural joinery products	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when marking out from setting out details for routine architectural joinery products			
		3.2	Demonstrate compliance with given information and relevant legislation when marking out from setting out details for routine architectural joinery products – safe handling of materials – safe use and storage of materials, tools and equipment – specific risks to health			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to marking out from setting out details for routine architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to mark out from setting out details for routine architectural joinery products	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, setting out rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items – marking and testing tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to mark out from setting out details for routine architectural joinery products			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to mark out from setting out details for routine architectural joinery products to the required specification	7.1	Demonstrate the following work skills when marking out from setting out details for routine architectural joinery products: – measuring, marking out and drawing			
		7.2	Use and maintain marking and testing tools and ancillary equipment			
		7.3	Mark out from setting out rods (template) routine architectural joinery products to given working instructions; two of the following: – doors – windows with opening lights – units and/or fitments (panelling/cladding) – staircases			
		7.4	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – mark out from setting out details and cutting lists – produce straight in plan and elevation: doors, frames (glazed and non-glazed), windows with opening lights, linings, units, fitments and panelling/cladding, staircases – take site and workplace dimensions – proportion joints associated with the product and construction method – use marking and testing tools – requisition material			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.5	Describe the needs of other occupations and how to communicate within a team when marking out from setting out details for routine architectural joinery products			
		7.6	Describe how to maintain the tools and equipment used when marking out from setting out details for routine architectural joinery products			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 23: Setting Out Timber Framework in the Workplace

Unit reference number: K/503/2721

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 setting out timber framework in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when setting out timber framework	1.1	Interpret and extract relevant information from drawings, specifications, method statements, risk assessments, cutting lists and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, cutting lists and information relating to historical timber framing and post and beam construction			
2	Know how to comply with relevant legislation and official guidance when setting out timber framework	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when setting out timber framework and describe how and when they are used			
3	Maintain safe working practices when setting out timber framework	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when setting out timber framework			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to setting out timber framework, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to set out timber framework	4.1	Select resources associated with own work in relation to types and grades of timber, components and fixings, marking, testing and levelling tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material – pegs and metal fixings – marking, testing and levelling tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any hazards associated with the resources and method of work			
		4.6	Explain how to calculate quantity, length, area and wastage associated with the method/procedure to set out timber framework			
5	Minimise the risk of damage to the work and surrounding area when setting out timber framework	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when setting out timber framework	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			
7	Comply with the given contract information to set out timber framework to the required specification	7.1	Demonstrate the following work skills when setting out timber framework: – measuring, marking out, levelling and squaring			
		7.2	Measure, set out and mark out to given working instructions: – timber wall and floor components (structural and/or non-structural) – timber pitched roof components			
		7.3	Safely use and handle materials			
		7.4	Safely use and maintain marking, levelling and testing tools and ancillary equipment			
		7.5	Safely store the materials, tools and equipment used when setting out timber framework			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set out and mark components for structural and non- structural timber walls, cross frames and floors – set out and mark components for timber trussed purlin roofs – use roofing squares and layout methods – apply the theorem of Pythagoras – determine geometrical angles – determine graded timber tree anatomy and growth rates, shrinkage and defects			
		7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assess the milling and cleaving process – mark out joints for components associated with structural timber framework – work with lifting equipment (an awareness of the necessity for user certification) – erect timber framework – use marking and levelling tools and equipment			
		7.8	Describe the needs of other occupations and how to effectively communicate within a team when setting out timber framework			
		7.9	Describe how to maintain the tools and equipment used when setting out timber framework			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 24: Fabricating Timber Framework in the Workplace

Unit reference number: J/503/2726

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 fabricating timber framework in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when fabricating timber framework	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and cutting lists.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings specifications, method statements, risk assessments, cutting lists and information relating to historical timber framing and post and beam construction			
2	Know how to comply with relevant legislation and official guidance when fabricating timber framework	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when fabricating timber framework and describe how and when they are used			
3	Maintain safe working practices when fabricating timber framework	3.1	Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when fabricating timber framework			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to fabricating timber framework, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to fabricate timber framework.	4.1	Select resources associated with own work in relation to materials and structural components, timber and metal fixings, tools, machines and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material – pegs and metal fixings – marking and levelling tools and equipment – hand tools and hand-held power tools and equipment – power tools/machines			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to fabricate timber framework			
5	Minimise the risk of damage to the work and surrounding area when fabricating timber framework	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when fabricating timber framework	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.			
7	Comply with the given contract information to fabricate timber framework to the required specification	7.1	Demonstrate the following work skills when fabricating timber framework: – measuring, marking out, jointing, fitting, marking, finishing, positioning and securing			
		7.2	Fabricate, assemble and carpenter mark components to given working instructions for: – timber wall and floor components (structural and/or non-structural) – timber pitched roof components			
		7.3	Store components ready for transportation/use to given instructions			
		7.4	Safely use and handle materials			
		7.5	Safely use and maintain hand tools, hand-held portable power tools, power tools/machines and ancillary equipment			
		7.6	Safely store the materials, tools and equipment used when fabricating timber framework			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – cut, shape, fit and assemble components to fabricate structural and/or non- structural timber walls and floor components – cut, shape, fit and assemble components for structural timber pitched roofs – mark and drill offset peg holes – make different types of pegs – make carpenter marks			
		7.8	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – use roofing squares and layout methods – apply the theorem of Pythagoras – determine geometrical angles – determine graded timber tree anatomy and growth rates, shrinkage and defects – assess the milling and cleaving process – form specialised joints associated with heavy structural timber framework components			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.9	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – store components ready for transportation and use – work with lifting and hoisting equipment (an awareness of the necessity for user certification) – use hand tools, hand-held power tools, specialised power tools/machines and equipment – work at height – use access equipment			
		7.10	Describe the needs of other occupations and how to effectively communicate within a team when fabricating timber framework			
		7.11	Describe how to maintain the tools and equipment used when fabricating timber framework			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 25: Assembling and Erecting Heavy Timber Framework – Post and Beam in the Workplace

Unit reference number: R/503/2731

Level: 2

Credit value: 23

Guided learning hours: 77

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in assembling and erecting heavy timber framework (post and beam) in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when assembling and erecting heavy timber framework (post and beam)	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, and risk assessments			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, information and regulations governing buildings			
2	Know how to comply with relevant legislation and official guidance when assembling and erecting heavy timber framework (post and beam)	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to assemble and erect heavy timber framework (post and beam)	4.1	Select resources associated with own work in relation to materials, components, pegs, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, pre-fabricated components – pegs, metal fixings, glues and resin products – mechanical lifting equipment, appliances and accessories – hand and hand-held power tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to assemble and erect heavy timber framework (post and beam)			
5	Minimise the risk of damage to the work and surrounding area when assembling and erecting heavy timber framework (post and beam)	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when assembling and erecting heavy timber framework (post and beam)	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			
7	Comply with the given contract information to assemble and erect heavy timber framework (post and beam) to the required specification	7.1	Demonstrate the following work skills when assembling and erecting heavy timber framework (post and beam): – measuring, marking out, levelling, plumbing, aligning, cutting, fitting, fixing, finishing, positioning and securing			
		7.2	Prepare, assemble and erect heavy timber framework to given working instructions for: – walls (structural and/or non-structural) – floors – roofs			
		7.3	Safely use and handle materials			
		7.4	Safely use and maintain hand tools, hand-held portable power tools and ancillary equipment			
		7.5	Safely store the materials, tools and equipment used when assembling and erecting heavy timber framework (post and beam)			
		7.6	Safely conduct lifting operations as appropriate to the work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – unload and handle pre-fabricated components – determine angles and lengths – calculate geometrical angles – determine graded timber tree anatomy and growth rates, shrinkage and defects – assess the milling and cleaving process – determine how the conversion method effects the end use – form joints associated with structural and non-structural timber frame components – brace in-situ components to form or support structural and/or non-structural frameworks			
		7.8	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assemble heavy timber framework walls (structural and/or non-structural), floors and roofs (trusses, purlins, hips, valleys) – erect heavy timber framework walls (structural and/or non-structural), floors and roofs – peg assemblies – work with lifting and hoisting equipment – finish surfaces (sand blasting, pest control, oiling and end sealing) – use hand tools, power tools and equipment – use power tools/machines – work at height – use access equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.9	Describe the needs of other occupations and how to effectively communicate within a team when assembling and erecting heavy timber framework (post and beam)			
		7.10	Describe how to maintain the tools and equipment used when assembling and erecting heavy timber framework (post and beam)			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 26: Confirming the Occupational Method of Work in the Workplace

Unit reference number: R/503/2924

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 confirming the occupational method of work in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Assess available project data accurately to determine the occupational method of work	1.1	Interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work			
		1.2	Explain how to summarise the following project data: – required quantities – specifications – detailed drawings – health and safety requirements – timescales – scope of works			
		1.3	Explain the different methods of assessing available project data			
		1.4	Explain how to use project data to interpret the work method, in relation to: – standard work procedures – sequence of work – organisation of resources (people, equipment, materials) – work techniques – working conditions (health, safety and welfare) – risk assessment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Obtain additional information from alternative sources in cases where the available project data is insufficient	2.1	Collect and collate additional information from alternative sources to clarify the work to be carried out			
		2.2	Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient: – customers or representatives – suppliers – regulatory authorities – manufacturer's literature			
3	Identify work methods that will make best use of resources and meet project, statutory and contractual requirements	3.1	Examine potential work methods to carry out the occupational work activity			
		3.2	Determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.3	Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to: – health and safety welfare (principles of protection) – fire protection – access and egress – equipment availability – availability of competent workforce – pollution risk – waste and disposal – zero and low carbon outcomes – weather conditions			
		3.4	Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to: – conforming to statutory requirements – customer and user needs – contract requirements in terms of time, quantity and quality – environmental considerations			
		3.5	Explain how different methods of work can achieve zero/low carbon outcomes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Confirm and communicate the selected work method to relevant personnel	4.1	Confirm the selected occupational work method that meets project, statutory and contractual requirements			
		4.2	Communicate appropriately to relevant people on the selected occupational work method			
		4.3	Describe the different techniques and methods of confirming and communicating work methods to relevant people			
		4.4	Explain the principles of equality and diversity and how to apply them when working and communicating with others			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 27: Erecting Timber Walls and Floors in the Workplace

Unit reference number: R/506/4983

Level: 2

Credit value: 23

Guided learning hours: 77

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting timber walls and floors in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting timber walls and floors	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statement, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, electronic data and current regulations associated with erecting timber walls and floors			
2	Know how to comply with relevant legislation and official guidance when erecting timber walls and floors	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe and healthy working practices when erecting timber walls and floors	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when erecting timber walls and floors			
		3.2	Demonstrate compliance with given information and relevant legislation when erecting timber walls and floors in relation to: – safe use of access equipment – safe handling of materials – safe use and storage of materials, tools and equipment – specific risks to health			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting timber walls and floors, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to erect timber walls and floors	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, timber/non-timber sheet material, wall and floor panels, timber/steel columns and beams, damp-proof course, damp-proof membranes, breather membranes, fire stops, cavity barriers, and vapour control layers, preservatives, adhesives, sealants, fittings, fixings and associated ancillary items – hand and portable power tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and methods of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect timber walls and floors			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to erect timber walls and floors to the required specification	7.1	Demonstrate the following work skills when erecting timber walls and floor structures: – measuring, marking out, fitting, aligning, positioning and securing			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment			
		7.3	Erect or install the following to given working instructions: – sole plates – timber frame walls and floors (structural and non-structural) – incorporated structural columns and beams			
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – extract and transfer data from drawings for the erection of timber walls and floors – line, level and fix sole plates, including damp-proof course/damp-proof membrane – erect both manually and with mechanical lifting equipment: wall and floor panels, loose joist and decking, incorporated structural columns and beams (timber and steel); including temporary propping and bracing – form joints associated with timber frame construction – form openings – install fire stops, cavity barriers, breather membranes and vapour control layers – install floating floors – install insulation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – install disproportionate collapse components – identify differential movement and settlement – identify transfer of line and load point positions in load bearing walls/floors – work with plant and machinery to lift and transfer loads – unload and store wall and floor components – recognise and determine when specialist skills and knowledge are required and report accordingly – use hand tools, portable power tools and equipment – work at height – use access equipment			
		7.6	Describe the needs of other occupations and how to effectively communicate within a team when erecting timber walls and floors			
		7.7	Describe how to maintain the hand tools and/or portable power tools and equipment used for erecting timber walls and floors			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 28: Erecting Timber Roof Structures in the Workplace

Unit reference number: D/506/4985

Level: 2

Credit value: 23

Guided learning hours: 77

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting timber roof structures in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant Rule of Combination (RoC). Please refer to the RoC applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting timber roof structures	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, electronic data and current regulations associated with erecting timber frame roof structures			
2	Know how to comply with relevant legislation and official guidance when erecting timber roof structures	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe and healthy working practices when erecting timber roof structures	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when erecting timber roof structures			
		3.2	Demonstrate compliance with given information and relevant legislation when erecting timber roof structures in relation to: – safe use of access equipment – safe handling of materials – safe use and storage of materials, tools and equipment – specific risks to health			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting timber roof structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to erect timber roof structures	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, steel, timber/non-timber material, trussed rafters, fire stops, vapour control layers, insulation, preservatives, adhesives, sealants, fittings, fixings and associated ancillary items – hand and portable power tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and methods of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect timber roof structures			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to erect timber roof structures to the required specification	7.1	Demonstrate the following work skills when erecting timber roof structures: – measuring, marking out, fitting, finishing, positioning and securing			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment			
		7.3	Construct and erect roof structures to given working instructions relating to the following: – in situ roofs (manually and/or mechanically handled) – pre-assembled roof structures (mechanically handled)			
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – extract and transfer data from drawings for the erection of timber roof structures – identify roof components – construct in-situ, flat and pitched roofs structures – install pre-assembled, flat and pitched roof structures – take account of other methods of roof construction – install fire stops, cavity barriers and vapour control layers – install insulation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – install temporary props and braces – install permanent roof bracing – form openings – work with plant and machinery to lift and transfer loads – unload and store roof components – recognise and determine when specialist skills and knowledge are required and report accordingly – use hand tools, portable power tools and equipment – work at height – use access equipment			
		7.6	Describe the needs of other occupations and how to effectively communicate within a team when erecting timber roof structures			
		7.7	Describe how to maintain the hand tools, portable power tools and ancillary equipment used when erecting timber roof structures			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 29: Slinging and Hand Signalling the Movement of Suspended Loads in the Workplace

Unit reference number: R/506/3929

Level: 2

Credit value: 10

Guided learning hours: 33

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in slinging and signalling the movement of suspended loads in the workplace within the relevant sector of industry.

This unit is designed for those undertaking slinger/signaller duties in a secondary or part-time role in support of a learner's main occupation. Other units of competence exist for those undertaking slinging and signalling as a main occupation.

Unit 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.

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant Rule of Combination (RoC). Please refer to the RoC applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation for and the slinging and signalling of loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, method statements (lift plans) and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, lift plans, work instructions, manufacturers' information, approved procedures and Codes of Practice			
2	Organise with others the sequence and operation in which the slinging and signalling of loads is to be carried out	2.1	Organise the work according to given information or instructions			
		2.2	Describe how to communicate ideas between team members			
		2.3	Organise and communicate with team members and other associated occupations			
		2.4	Describe how to organise resources prior to and when slinging and signalling of loads			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to comply with relevant legislation and official guidance to carry out slinging and signalling of loads	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports			
4	Maintain safe and healthy working practices when preparing for and slinging and signalling loads	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when slinging and signalling loads			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out the slinging and signalling of loads in relation to at least three of the following: – safe use and storage of tools and equipment – safe use, storage and handling of lifting accessories – safe use of access equipment – specific risks to health			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to slinging and signalling of loads, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions			
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities			
5	Select the required quantity and quality of resources to prepare for and when slinging and signalling loads	5.1	Select resources associated with slinging/signalling in relation to lifting accessories/aids, hand tools and ancillary equipment			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: – lifting accessories – signalling and communication equipment – hand tools and ancillary equipment			
		5.3	Describe how the resources should be used correctly, and how problems associated with the resources are reported			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Describe any potential hazards associated with the resources and methods of work			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out slinging/signalling			
6	Minimise the risk of damage to the work and surrounding area when preparing to and slinging and signalling loads	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		6.2	Prevent damage and maintain a clean work space			
		6.3	Dispose of waste in accordance with current legislation			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
7	Complete the work within the allocated time when preparing to and slinging and signalling loads	7.1	Demonstrate completion of the work within the allocated time			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to prepare to and sling and signal suspended loads for movement to the required specification	8.1	Demonstrate the following work skills when preparing to and slinging and signalling loads: – measuring, gauging, estimating, calculating, fitting, fixing, testing, balancing, interpreting, inspecting, judging, explaining, preparing, indicating, informing, instructing, signing, positioning, adjusting, configuring, moving, securing, signalling and relaying			
		8.2	Use and maintain lifting accessories, lifting aids and equipment			
		8.3	Inspect and prepare lifting accessories prior to slinging			
		8.4	Prepare to and attach suspended loads to lifting equipment, using appropriate lifting accessories and load securing methods, to given working instructions for three of the following: – balanced – unbalanced – loose – bundled – container – drum – a load where the machine operator cannot observe its full movement path			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		8.5	Guide, move and place suspended loads to specified destinations, using hand signals, to given working instructions for three of the following: – balanced – unbalanced – loose – bundled – container – drum – a load where the machine operator cannot observe its full movement path			
		8.6	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: – identify the differences between: slinging and signalling, directing and guiding movement of vehicles, plant and machinery, and directing and guiding operations of plant and machinery not being used for lifting operations – confirm the authority, duties and responsibilities allocated – identify characteristics of lifting equipment and lifting accessories – identify and interpret valid certification for maintenance, inspection and thorough examination			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		8.7	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: – lift and transfer people – sling balanced, unbalanced, loose, live, bundled, container drum loads and loads that are blind to the equipment operator – communicate using hand signals, hand signalling equipment (lights, wands, fluorescent gloves, flags) and electronic communication equipment (loud hailers, radios) – confirm methods of communication – recognise blind-spots, potential crush zones and other limitations to driver visibility – consider the load characteristics including centre of gravity and lifting points to determine the method of slinging – determine and check the route of the load before and during the lift including distances, clearances and landing position			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		8.8	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: – select, handle, inspect and use (assemble, set up and adjust) lifting accessories and aids – identify rejection criteria for removing lifting accessories from service – recognise and determine when specific skills and knowledge are required and report accordingly – attach lifting accessories and sling loads securely – ensure balance and stability of loads – attach and use load guidance equipment (tag lines) – guide and place suspended loads by recognised methods of communication and agreed operational procedures – land and position loads safely and securely – remove and store lifting accessories – use hand tools and ancillary equipment			
		8.9	Describe the needs of other occupations and how to communicate within a team when preparing to and slinging and signalling loads			
		8.10	Describe how to maintain the lifting accessories, lifting aids and signalling and communication equipment used to sling and signal loads			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 30: Installing Rainscreen Wall Cladding Systems in the Workplace

Unit reference number: M/503/2736

Level: 2

Credit value: 25

Guided learning hours: 83

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

If this unit is assessed via timber cladding it must be endorsed against the following:

- timber cladding.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing rainscreen wall cladding systems	1.1	Interpret and extract relevant information from drawings, specifications, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and/or method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information and regulations governing buildings			
2	Know how to comply with relevant legislation and official guidance when installing rainscreen wall cladding systems	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – 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			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install rainscreen wall cladding systems	4.1	Select resources associated with own work in relation to materials, components and specialised fixings for compatible materials, tools and equipment, appropriate access equipment and loading and unloading			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – terracotta tiles, masonry cladding, single skin and composite panels, panel hangers, drips, cover strips, fixings, fittings and other materials associated with rainscreen cladding – hand and/or powered tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install rainscreen wall cladding systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing rainscreen wall cladding systems	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when installing rainscreen wall cladding systems	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme – quality control			
7	Comply with the given contract information to install rainscreen wall cladding systems to the required specification	7.1	Demonstrate the following work skills when installing rainscreen wall cladding systems: – measuring, marking out, fitting, positioning and securing			
		7.2	Install rainscreen wall cladding systems and the following components to contract specification: – terracotta tiles – single and/or composite panels			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.3	Ensure testing and/or inspections have been carried out for hand tools, portable power tools, appropriate levelling instruments and ancillary equipment			
		7.4	Safely use hand tools, portable power tools, appropriate levelling instruments and ancillary equipment			
		7.5	Safely store the tools and equipment used when installing rainscreen wall cladding systems			
		7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assess suitability of background materials – form internal and external angles – form opening reveals – use hand tools, power tools and equipment – install rainscreen cladding and associated components: terracotta tiles, single and composite panels			
		7.7	Describe the needs of other occupations and how to effectively communicate within a team when installing rainscreen wall cladding systems			
		7.8	Describe how to maintain the tools and equipment used when installing rainscreen wall cladding systems			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 31: Installing Specialised Wall Cladding and Bespoke Systems in the Workplace

Unit reference number: T/503/2737

Level: 2

Credit value: 25

Guided learning hours: 83

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

If this unit is assessed via timber cladding it must be endorsed against the following:

- timber cladding.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing specialised wall cladding and bespoke systems	1.1	Interpret and extract relevant information from drawings, specifications, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and/or method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information and regulations governing buildings			
2	Know how to comply with relevant legislation and official guidance when installing specialised wall cladding and bespoke systems	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – 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			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install specialised wall cladding and bespoke systems	4.1	Select resources associated with own work in relation to materials, components and specialised fixings for compatible materials, tools and equipment, appropriate access equipment and loading and unloading			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – terracotta tiles, masonry cladding, single skin and composite panels, panel hangers, drips, cover strips, fixings, fittings and other materials associated with specialised cladding and bespoke systems – hand and/or powered tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install specialised wall cladding and bespoke systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing specialised wall cladding and bespoke systems	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when installing specialised wall cladding and bespoke systems	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme – quality control			
7	Comply with the given contract information to install specialised wall cladding and bespoke systems to the required specification	7.1	Demonstrate the following work skills when installing specialised wall cladding and bespoke systems: – measuring, marking out, fitting, positioning and securing			
		7.2	Install specialised wall cladding, bespoke systems and the following components to contract specification: – stone cladding – single and/or composite panels			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.3	Ensure testing and/or inspections have been carried out for hand tools, portable power tools, appropriate levelling instruments and ancillary equipment			
		7.4	Safely use hand tools, portable power tools, appropriate levelling instruments and ancillary equipment			
		7.5	Safely store the tools and equipment used when installing specialised wall cladding and bespoke systems			
		7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assess suitability of background materials – form internal and external angles – form opening reveals – use hand tools, power tools and equipment – install specialised cladding, bespoke systems and associated components: stone cladding, single and/or composite panels			
		7.7	Describe the needs of other occupations and how to effectively communicate within a team when specialised wall cladding and bespoke systems			
		7.8	Describe how to maintain the tools and equipment used when installing specialised wall cladding and bespoke systems			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 32: Installing Timber Wall Cladding Systems in the Workplace

Unit reference number: A/503/2738

Level: 2

Credit value: 25

Guided learning hours: 83

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

If this unit is assessed via timber cladding it must be endorsed against the following:

- timber cladding

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing timber wall cladding systems	1.1	Interpret and extract relevant information from drawings, specifications, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and/or method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, manufacturers' information and regulations governing buildings			
2	Know how to comply with relevant legislation and official guidance when installing timber wall cladding systems	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – 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			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install timber wall cladding systems	4.1	Select resources associated with own work in relation to materials, components and specialised fixings for compatible materials, tools and equipment, appropriate access equipment and loading and unloading			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – terracotta tiles, masonry cladding, single skin and composite panels, panel hangers, drips, cover strips, fixings, fittings and other materials associated with timber cladding – hand and/or powered tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install timber wall cladding systems			
5	Minimise the risk of damage to the work and surrounding area when installing timber wall cladding systems	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when installing timber wall cladding systems	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme – quality control			
7	Comply with the given contract information to install timber wall cladding systems to the required specification	7.1	Demonstrate the following work skills when installing timber wall cladding systems: – measuring, marking out, fitting, positioning and securing			
		7.2	Install timber wall cladding to contract specification			
		7.3	Ensure testing and/or inspections have been carried out for hand tools, portable power tools, appropriate levelling instruments and ancillary equipment			
		7.4	Safely use hand tools, portable power tools, appropriate levelling instruments and ancillary equipment			
		7.5	Safely store the tools and equipment used when installing timber wall cladding systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assess suitability of background materials – form internal and external angles – form opening reveals – use hand tools, power tools and equipment – install timber cladding			
		7.7	Describe the needs of other occupations and how to effectively communicate within a team when installing timber wall cladding systems			
		7.8	Describe how to maintain the tools and equipment used when installing timber wall cladding systems			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 33: Installing Low Level Timber Decks in the Workplace

Unit reference number: F/503/2496

Level: 2

Credit value: 20

Guided learning hours: 67

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing low level timber decks	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, official guidance and regulations associated with low level timber decks			
2	Know how to comply with relevant legislation and official guidance when installing low level timber decks	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when installing low level timber decks and describe how and when they are used			
3	Maintain safe working practices when installing low level timber decks	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with legislation and organisational requirements when installing low level timber decks.			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing low level timber decks, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install low level timber decks	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – treated timber – metal fixings – mortar and other chemical fixing agents – hand and/or powered tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install low level timber decks			
5	Minimise the risk of damage to the work and surrounding area when installing low level timber decks	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when installing low level timber decks	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			
7	Comply with the given contract information to install low level timber decks to the required specification	7.1	Demonstrate the following work skills when installing low level timber decks: – measuring, marking out, cutting, fitting, levelling, plumbing, finishing, positioning and securing			
		7.2	Prepare site for, and install, low level timber decks, walkways or boardwalks to given working instructions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.3	Incorporate five of the following when installing low level timber decks, walkways or boardwalks: – embedded column footings – raised column footings – wall plates – blocking – bracing – parapets or balustrades – stairs – ramps			
		7.4	Safely use and handle materials			
		7.5	Safely use hand tools, portable power tools and ancillary equipment			
		7.6	Safely store the materials, tools and equipment used when installing low level timber decks			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – confirm load bearing requirements – identify desired service life – identify parts of the low level deck, walkway or boardwalk (top rail, parapet, hand rail, balusters, newel post, edge joist, piers, column, bracing, blocking, joists, wall plate, deck boards) – fit wall plates by masonry and other chemically cured fixings – mix concrete and mortar – prepare embedded and raised column footings – prepare and form piers – space columns			
		7.8	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – assemble beams and posts – mount joists – fit blocking and bracing – maximise optional cantilever – prepare, fit and fix battens and deck boards – fit parapets, including handrails, top rails and base rails – fit access stairs and ramps – cap vertical components – advice on aftercare and maintenance – use hand tools, power tools and equipment – work at height – use access equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.9	Describe the needs of other occupations and how to effectively communicate within a team when installing low level timber decks			
		7.10	Describe how to maintain the tools and equipment used when installing low level timber decks			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 34: Installing Elevated Timber Decks in the Workplace

Unit reference number: L/503/2498

Level: 3

Credit value: 25

Guided learning hours: 83

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing elevated timber decks	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, official guidance and regulations governing buildings			
2	Know how to comply with relevant legislation and official guidance when installing elevated timber decks	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when installing elevated timber decks and describe how and when they are used			
3	Maintain safe working practices when installing elevated timber decks	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with legislation and organisational requirements when installing elevated timber decks			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing elevated timber decks, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install elevated timber decks to the required specification	7.1	Demonstrate the following work skills when installing elevated timber decks: – measuring, marking out, cutting, fitting, levelling, plumbing, finishing, positioning and securing			
		7.2	Prepare site for, and install, elevated timber decks, balconies, walkways or boardwalks to given working instructions			
		7.3	Incorporate the following when installing elevated timber decks, balconies, walkways or boardwalks: – embedded column footings – raised column footings – wall plates – blocking – bracing – parapets or balustrades – stairs with landings – ramps			
		7.4	Safely use and handle materials			
		7.5	Safely use hand tools, portable power tools and ancillary equipment			
		7.6	Safely store the materials, tools and equipment used when installing elevated timber decks			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – confirm load bearing requirements – identify desired service life – identify parts of the elevated deck, balcony, walkway or boardwalk (top rail, parapet, hand rail, balusters, newel post, edge joist, piers, column, bracing, blocking, joists, wall plate, deck boards) – fit wall plates by masonry and other chemically cured fixings – mix concrete and mortar – prepare embedded and raised column footings – prepare and form piers			
		7.8	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – space columns – assemble beams and posts – mount joists – fit blocking and bracing including diagonal bracing – maximise optional cantilever – prepare, fit and fix battens and deck boards – fit parapets, including handrails, top rails and base rails – fit access stairs with landings and ramps			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.9	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – cap vertical components – advice on aftercare and maintenance – use hand tools, power tools and equipment – work at height – use access equipment			
		7.10	Describe the needs of other occupations and how to effectively communicate within a team when installing elevated timber decks			
		7.11	Describe how to maintain the tools and equipment used when installing elevated timber decks			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 35: Confirming Work Activities and Resources for an Occupational Work Area in the Workplace

Unit reference number: A/503/2772

Level: 3

Credit value: 10

Guided learning hours: 33

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in confirming work activities and resources for an occupational work area in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Identify work activities, assess required resources and plan the sequence of work	1.1	Identify work activities, assess required resources and plan the sequence of work			
		1.2	Identify work activities and formulate a plan for their own sequence of work			
		1.3	Explain the types of work relative to the occupational area and how to identify different work activities			
		1.4	Explain methods of assessing the resources needed from a range of available information			
		1.5	Explain the required information and the different methods used to prepare a work programme relative to the occupational area			
2	Obtain clarification and advice where the resources required are not available	2.1	Seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available			
		2.2	Explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Evaluate the work activities and the requirements of any significant external factors against the project requirements	3.1	Assess progress of work against project requirements, taking into account external factors relating to: – other occupations and/or customers – resources – weather conditions – health and safety requirements			
		3.2	Explain different methods of evaluating work activities against the following project requirements: – contract conditions – contract programme – health and safety requirements of operatives			
		3.3	Evaluate the requirements of significant external factors that could affect the progress of work, in relation to: – other related programmes – special working conditions – weather conditions – other occupations/people – resources – health and safety requirements			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 36: Developing and Maintaining Good Occupational Working Relationships in the Workplace

Unit reference number: M/503/2915

Level: 5

Credit value: 8

Guided learning hours: 27

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in developing and maintaining good occupational working relationships in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Develop, maintain and encourage working relationships to promote good will and trust	1.1	Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved			
		1.2	Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others			
		1.3	Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people			
		1.4	Explain the principles of equality and diversity and how to apply them when working and communicating with others			
2	Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency	2.1	Communicate on the following work activity information to relevant people following organisational procedures: – appropriate timescales – health and safety requirements – co-ordination of work procedures			
		2.2	Explain the different methods and techniques used to inform relevant people about work activities			
		2.3	Explain the effects of not informing relevant people with the expected level of urgency			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.4	Explain the different types of work activity related information and to what level of detail the following people would expect to receive: – colleagues – employers – customers – contractors – suppliers of products and services – other people affected by the work/project			
3	Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments	3.1	Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome			
		3.2	Explain the techniques of encouraging questions and/or requests for clarification and comments			
		3.3	Explain the different ways of offering advice and help to different people about work activities, in relation to: – progress – results – achievements – occupational problems – occupational opportunities – health and safety requirements – co-ordinated work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Clarify proposals with relevant people and discuss alternative suggestions	4.1	Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved			
		4.2	Explain the methods of clarifying alternative proposals with relevant people			
		4.3	Explain the methods of suggesting alternative proposals			
5	Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect	5.1	Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work			
		5.2	Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 37: Installing Bespoke First Fixing Components in the Workplace

Unit reference number: Y/506/5102

Level: 3

Credit value: 20

Guided learning hours: 67

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated except for one of the four items of assessment criterion 7.3.

This unit must be assessed against the endorsements detailed within the relevant Rule of Combination (RoC). Please refer to the RoC applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing bespoke first fixing components	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings			
2	Know how to comply with relevant legislation and official guidance when installing bespoke first fixing components	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, below ground level, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	Describe the types of fire extinguishers available when installing bespoke first fixing components and describe how and when they are used			
3	Maintain safe working practices when installing bespoke first fixing components	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing bespoke first fixing components			
		3.2	Demonstrate compliance with given information and relevant legislation when installing bespoke first fixing components in relation to: – safe use of access equipment/working platforms – safe handling of materials – safe use and storage of materials, tools and equipment – specific risks to health			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing bespoke first fixing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities			
4	Select the required quantity and quality of resources for the methods of work to install bespoke first fixing components	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, metals, frames, linings, staircases, adhesives, sealants, fixings and associated ancillary items – hand and/or powered tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install bespoke first fixing components			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install bespoke first fixing components to the required specification	7.1	Demonstrate the following work skills when installing bespoke first fixing components: – measuring, marking out, fitting, finishing, positioning and securing			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment			
		7.3	Install three of the following to given working instructions: – bespoke frames (door and/or window) – shaped linings (door and/or hatch) – partitions (with openings and change of direction) – staircases (with turns)			
		7.4	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix bespoke door and window frames, window boards, shaped linings, partitions full or partial height (with openings and change of direction), plasterboard, staircases (with turns) – form joints associated with bespoke first fixing – use hand tools, power tools and equipment – work at height – use access equipment			
		7.5	Describe the needs of other occupations and how to effectively communicate within a team when installing bespoke first fixing components			
		7.6	Describe the methods of sharpening the hand tools used when installing bespoke first fixing components			
		7.7	Describe how to maintain the tools and equipment used when installing bespoke first fixing components			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 38: Installing Bespoke Second Fixing Components in the Workplace

Unit reference number: D/506/4971

Level: 3

Credit value: 25

Guided learning hours: 83

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant Rule of Combination (RoC). Please refer to the RoC applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing bespoke second fixing components	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	Describe the types of fire extinguishers available when installing second fixing components and describe how and when they are used			
3	Maintain safe working practices when installing bespoke second fixing components	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing bespoke second fixing components			
		3.2	Demonstrate compliance with given information and relevant legislation when installing bespoke second fixing components in relation to – safe use of access equipment/working platforms – safe handling of materials – safe use and storage of materials, tools and equipment – specific risks to health			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing bespoke second fixing components, and the types, purpose and limitations of each type the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities			
4	Select the required quantity and quality of resources for the methods of work to install bespoke second fixing components	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, timber boarding, plastics, metals, doors, mouldings, ironmongery, wall and floor units/fitments, adhesives, sealants, fixings and associated ancillary items – hand and/or powered tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install bespoke second fixing components			
5	Minimise the risk of damage to the work and surrounding area when installing bespoke second fixing components	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when installing bespoke second fixing components	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information and the required specification to install bespoke second fixing components	7.1	Demonstrate the following work skills when installing bespoke second fixing components: – measuring, marking out, fitting, finishing, positioning and securing			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment			
		7.3	Install to given working instructions side hung doors (double or pairs), ironmongery (in pair or sets) and mouldings (detailed architrave, skirting) plus at least one of the following: – accessible service encasement – bespoke wall and floor units/fitments – panelling – stair components (balustrades, handrails, spindles with turns)			
		7.4	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and fix internal and external side hung doors (double or pairs), fire resisting and non-fire resisting doors, door closers, ironmongery (in pairs or sets), detailed architraves, skirting, dado rails, picture rails, internal and external panelling, accessible service encasements, bespoke wall and floor units/fitments and stair components (with turns) – form joints associated with bespoke second fixing – use hand tools, power tools and equipment – work at height – use access equipment			
		7.5	Describe the needs of other occupations and how to effectively communicate within a team when installing bespoke second fixing components			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.6	Describe the methods of sharpening the hand tools used when installing bespoke second fixing components			
		7.7	Describe how to maintain the tools and equipment used when installing bespoke second fixing components			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 39: Maintaining Non-structural or Structural Components in the Workplace

Unit reference number: J/506/4978

Level: 3

Credit value: 29

Guided learning hours: 97

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in maintaining non-structural or structural components work in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when maintaining non-structural or structural components	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings			
2	Know how to comply with relevant legislation and official guidance when maintaining non-structural or structural components	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	Describe the types of fire extinguishers available when maintaining non-structural or structural components and describe how and when they are used			
3	Maintain safe working practices when maintaining non-structural or structural components	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when maintaining non-structural or structural components			
		3.2	Demonstrate compliance with given information and relevant legislation when maintaining non-structural or structural components in relation to: – safe use of access equipment/working platforms – safe handling of materials – safe use and storage of materials, tools and equipment			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining non-structural or structural components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities			
4	Select the required quantity and quality of resources for the methods of work to maintain non-structural or structural components	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, metals, mouldings, sash cord, paint, bricks, tiles, cement, sand, plaster, preservatives, adhesives, sealants, fixings, guttering, ironmongery, downpipes and associated ancillary items – hand and/or powered tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to maintain non-structural or structural components			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to maintain non-structural or structural components to the required specification	7.1	Demonstrate the following work skills when maintaining non-structural or structural components: – measuring, marking out, fitting, splicing, finishing, positioning and securing			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment			
		7.3	Repair five of the following components to given working instructions: – frames (to include priming the repair) – mouldings (to include priming the repair) – floor joist covering (or flat roof) – door and/or window ironmongery – guttering and downpipes – sash cords – replacement glazing – structural joists (including support) – structural rafters (including support) – fascias, soffits and barge boards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – replace and splice door and window frames, mouldings and structural timbers, replace sash cords, re-glaze, re-lay brick/blockwork, make good paintwork, plasterwork, brickwork, wall tiling – identify load bearing points – prop and support existing structures – replace frames and mouldings – repair or replace door and window ironmongery – repair and/or replace guttering and downpipes – repair and/or replace fascias, soffits and barge boards – form joints associated with repairs – use hand tools, portable power tools and equipment – work at height – use access equipment			
		7.5	Describe the needs of other occupations and how to effectively communicate within a team when maintaining non-structural or structural components			
		7.6	Describe the methods of sharpening the hand tools used when maintaining non-structural or structural components			
		7.7	Describe how to maintain the tools and equipment used when maintaining non-structural or structural components			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 40: Erecting Complex Roof Structure Carcassing Components in the Workplace

Unit reference number: M/503/2414

Level: 3

Credit value: 26

Guided learning hours: 87

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting complex roof structure carcassing components	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing building			
2	Know how to comply with relevant legislation and official guidance when erecting complex roof structure carcassing components	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Explain the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when erecting complex roof structure carcassing components and describe how and when they are used			
3	Maintain safe working practices when erecting complex roof structure carcassing components	3.1	Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when erecting complex roof structure carcassing components			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting complex roof structure carcassing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to erect complex roof structure carcassing components	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, metals, trussed rafters, adhesives, sealants, fixings and associated ancillary items – hand and/or powered tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect complex roof structure carcassing component			
5	Minimise the risk of damage to the work and surrounding area when erecting complex roof structure carcassing components	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when erecting complex roof structure carcassing components	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			
7	Comply with the given contract information to erect complex roof structure carcassing components to the required specification	7.1	Demonstrate the following work skills when erecting complex roof structure carcassing components: – measuring, marking out, fitting, finishing, positioning and securing			
		7.2	Erect two of the following to given working instructions: – inclined roofs with hips and/or valleys – roof verge and eaves finishings – dormers			
		7.3	Determine the specification of cut roof component bevels and lengths			
		7.4	Safely use and handle materials			
		7.5	Safely use hand tools, portable power tools and ancillary equipment			
		7.6	Safely store the materials, tools and equipment used when erecting complex roof structure carcassing components			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – check existing levels and setting out lines – prepare and fix trussed rafters, cut roofs, timber and plastic verge and eaves finishings – apply geometry to determine bevels and lengths for cut, equal and unequal, gabled and hipped roofs, with valleys and dormers – form joints associated with carcassing – make and assemble cut roofs – use hand tools, power tools and equipment – work at height – use access equipment			
		7.8	Describe the needs of other occupations and how to effectively communicate within a team when erecting complex roof structure carcassing components			
		7.9	Describe how to sharpen hand tools used when erecting complex roof structure carcassing components			
		7.10	Describe how to maintain the tools and equipment used when erecting complex roof structure carcassing components			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 41: Manufacturing Bespoke Architectural Joinery Products in the Workplace

Unit reference number: K/506/4987

Level: 3

Credit value: 25

Guided learning hours: 83

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in manufacturing bespoke architectural joinery products in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when manufacturing bespoke architectural joinery products	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, cutting lists and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare)			
2	Know how to comply with relevant legislation and official guidance when manufacturing bespoke architectural joinery products	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	Describe the types of fire extinguishers available when manufacturing bespoke architectural joinery products and describe how and when they are used			
3	Maintain safe and healthy working practices when manufacturing bespoke architectural joinery products	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when manufacturing bespoke architectural joinery products			
		3.2	Demonstrate compliance with given information and relevant legislation when: – safe handling of materials – safe use and storage of materials, tools and equipment – specific risks to health			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to manufacturing bespoke architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities			
4	Select the required quantity and quality of resources for the methods of work to manufacture bespoke architectural joinery products	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, pre-machined components, setting out rods, non-ferrous metals, glass, plastics, fabrics, veneers, ironmongery, adhesives, sealants, fixings and associated ancillary items – hand and powered tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to manufacturing bespoke architectural joinery products			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to manufacture bespoke architectural joinery products to the required specification	7.1	Demonstrate the following work skills when manufacturing bespoke architectural joinery products: – measuring, marking out, fitting, finishing, positioning and securing			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment			
		7.3	Fit and assemble to form bespoke manufactured architectural joinery products to given working instructions, three of the following: – door sets – doors – opening windows – units and/or fitments – panelling/cladding – joinery products incorporating any of the following: glass, non-ferrous metal, fabrics, veneers and laminates – staircases (straight and with turns) – handrails and balustrades – joinery products with single curvature features – joinery products with double curvature features			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – fit and assemble bespoke products – produce straight in plan and elevation; door sets, doors, opening windows, units and fitments and panelling/cladding – produce staircases, handrails and balustrades straight and with turns – produce veneers – hand and machine – produce products with single and double curvature features – produce bespoke products that incorporate associated materials (glass, plastics, fabrics, etc.)			
		7.5	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – take site and workplace dimensions – proportion joints associated with the product and construction method – use hand tools, portable power tools and equipment – requisition material			
		7.6	Describe the needs of other occupations and how to effectively communicate within a team when manufacturing bespoke architectural joinery products			
		7.7	Describe how to sharpen hand tools used when manufacturing bespoke architectural joinery products			
		7.8	Describe how to maintain the tools and equipment used when manufacturing bespoke architectural joinery products			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 42: Producing CAD Setting Out Details in the Workplace

Unit reference number: K/503/2718

Level: 3

Credit value: 30

Guided learning hours: 100

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing CAD setting out details for joinery or shopfitting products in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when producing CAD setting out details	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, component standards and regulations governing buildings			
2	Know how to comply with relevant legislation and official guidance when producing CAD setting out details	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when producing CAD setting out details	3.1	Use visual display unit equipment safely in accordance with legislation when producing CAD setting out details			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing CAD setting out details, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – correct position and type of workstation equipment (anti-glare monitor, mouse arm supports, seat, keyboard)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to produce CAD setting out details	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, non-ferrous metals, plastics, fabrics, glass, ironmongery, fixings and associated ancillary items – computers, setting out programmes			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce CAD setting out details			
5	Complete the work within the allocated time when producing CAD setting out details	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			
6	Comply with the given contract information to produce CAD setting out details to the required specification	6.1	Demonstrate the following work skills when producing CAD setting out details: – inputting data using a keyboard, operating a mouse, customising settings, file managing, backing-up information, enhancing features, coding components and multi-layering details			
		6.2	Produce CAD setting out details, by use of pre-developed programme, to given working instructions for: – products straight in plan and elevation – products with single curvature details			
		6.3	Produce working drawings to given working instructions			
		6.4	Produce cutting lists complete with details of materials to given working instructions			
		6.5	Monitor and validate the accuracy of output of the CAD setting out details			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.6	Safely use and handle materials			
		6.7	Safely use relevant tools (software) and equipment (hardware)			
		6.8	Safely store the materials, tools and equipment used when producing CAD setting out details			
		6.9	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set out by CAD; products straight in plan and elevation – set out by CAD; products with single curvature details – monitor and validate output – take site and workplace dimensions – produce cutting lists with materials – proportion joints associated with the products to be produced – requisition material – present products on visual display unit equipment – use visual display unit equipment (e.g. anti-glare monitor, mouse arm supports, seat type/position, keyboard position)			
		6.10	Describe the needs of other occupations and how to effectively communicate within a team when producing CAD setting out details			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 43: Setting Up and Using Fixed Machinery in the Workplace

Unit reference number: A/503/2447

Level: 3

Credit value: 24

Guided learning hours: 80

Unit summary

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

Unit assessment requirements/evidence requirements

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

– the Additional Requirements for Qualifications using the title NVQ in QCF

– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

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

– circular saw

– planer

– thicknesser

– bandsaw

– morticer

– tenoner

– spindle moulder

– drill

– grinder

– sander.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when setting up and using fixed machinery	1.1	Interpret and extract relevant information from drawings, specifications, method statements, cutting lists, schedules, manufacturers' information and operating instructions			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information and regulations governing the use of machinery to work timber or non-ferrous metal			
2	Know how to comply with relevant legislation and official guidance when setting up and using fixed machinery	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	State the types of fire extinguishers available when setting up and using fixed machinery and describe how and when they are used			
3	Maintain safe working practices when setting up and using fixed machinery	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with legislation and organisational requirements when setting up and using fixed machinery			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to setting up and using fixed machinery, and the types, purpose and limitations of each type the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Carry out pre-start preparation inspections on power tools and equipment in accordance with approved procedures when setting up and using fixed machinery	4.1	Carry out pre-use checks on power tools and equipment/machinery in accordance with legislation, official guidance and/or organisational requirements			
		4.2	Explain what the accident reporting procedures are and who is responsible for making reports			
5	Understand the required quantity and quality of resources for the methods of work to set up and use fixed machinery	5.1	Describe the quality, uses, sustainability, limitations and defects associated with the resources in relation to: – accessories – tools and ancillary equipment			
		5.2	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		5.3	Describe any potential hazards associated with the resources and method of operation			
		5.4	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to set up and use fixed machinery			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when setting up and using fixed machinery	6.1	Protect the machine and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		6.2	Minimise damage and maintain a clean work space			
		6.3	Dispose of waste in accordance with legislation			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
7	Complete the work within the allocated time when setting up and using fixed machinery	7.1	Demonstrate completion of the work within the allocated time			
		7.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Carry out operations using power tools and equipment in accordance with safe working practices to achieve the work outcome when setting up and using fixed machinery	8.1	Demonstrate the following work skills when setting up and using fixed machinery: – measuring, marking out, fitting, finishing, positioning and securing			
		8.2	Set up and operate six of the following machines: – circular saw – planer – thicknesser – bandsaw – morticer – tenoner – spindle moulder – drill – grinder – sander			
		8.3	Safely use and handle materials			
		8.4	Safely use tools, ancillary equipment and safety aids			
		8.5	Safely store the materials, tools and equipment used when setting up and using fixed machinery			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		8.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set up machines: circular saw, planer, thicknesser, bandsaw, morticer, tenoner, spindle moulder, drill, grinder and sander – check the operation of machines – cut material to size and shape – plane materials to size – change sawblades (circular and band), planer knives, morticer tooling, tenoner and spindle moulder cutting blocks			
		8.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – mortice materials – change drills and taps – change discs – cut sections straight and shaped – grind, linish and texture surfaces – drill and tap materials – use tools and equipment			
		8.8	Describe the needs of other occupations and how to effectively communicate within a team when setting up and using fixed machinery			
		8.9	Describe how to maintain the safety aids, tools and ancillary equipment used when setting up and using fixed machinery			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 44: Producing Setting Out Details for Bespoke Architectural Joinery Products in the Workplace

Unit reference number: M/506/4988

Level: 3

Credit value: 20

Guided learning hours: 67

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing setting out details for bespoke architectural joinery products in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when producing setting out details for bespoke architectural joinery products	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare)			
2	Know how to comply with relevant legislation and official guidance when producing setting out details for bespoke architectural joinery products	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when producing setting out details for bespoke architectural joinery products and describe how and when they are used			
3	Maintain safe and healthy working practices when producing setting out details for bespoke architectural joinery products	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing setting out details for bespoke architectural joinery products			
		3.2	Demonstrate compliance with given information and relevant legislation when producing setting out details for bespoke architectural joinery products in relation to: – safe use of access equipment – safe handling of materials – safe use and storage of materials, tools and equipment – specific risks to health			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection should be used, relating to producing setting out details for bespoke architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities			
4	Select the required quantity and quality of resources for the methods of work to produce setting out details for bespoke architectural joinery products	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, paper rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items – marking and testing tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce setting out details for bespoke architectural joinery products			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to produce setting out details for bespoke architectural joinery products to the required specification	7.1	Demonstrate the following work skills when producing setting out details for bespoke architectural joinery products: – measuring, marking out and drawing			
		7.2	Use and maintain marking and testing tools and ancillary equipment			
		7.3	Produce setting out details, marking out and cutting lists for bespoke architectural joinery products to given working instructions; for three of the following: – door sets – doors – sliding sash windows – units and/or fitments – panelling/cladding – staircases (straight and with turns) – handrails and balustrading – joinery products incorporating any of the following: glass, non-ferrous metal, fabrics, veneers, laminates – joinery products with single curvature features – joinery products with double curvature features			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set out, mark out and produce cutting lists for bespoke products – produce straight in plan and elevation: door sets, doors, sliding sash windows, units and fitments, panelling/cladding – produce staircases, handrails and balustrades, straight and with turns – produce products with single and double curvature features by geometrical development relating to the above items – take site and workplace dimensions – proportion joints associated with the product and construction methods – use marking and testing tools – requisition material			
		7.5	Describe the needs of other occupations and how to effectively communicate within a team when producing setting out details for bespoke architectural joinery products			
		7.6	Describe how to sharpen hand tools used when producing setting out details for bespoke architectural joinery products			
		7.7	Describe how to maintain the tools and equipment used when producing setting out details for bespoke architectural joinery products			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 45: Manufacturing Bespoke Wheelwrighting Products in the Workplace

Unit reference number: D/503/2442

Level: 3

Credit value: 29

Guided learning hours: 97

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in and maintain the tools and equipment used when manufacturing routine wheelwrighting products in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when manufacturing bespoke wheelwrighting products	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare)			
2	Know how to comply with relevant legislation and official guidance when manufacturing bespoke wheelwrighting products	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when manufacturing bespoke wheelwrighting products and describe how and when they are used			
3	Maintain safe working practices when manufacturing bespoke wheelwrighting products	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when manufacturing bespoke wheelwrighting products			
		3.2	Explain why and when health and safety control equipment should be used, relating to manufacturing bespoke wheelwrighting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to manufacture bespoke wheelwrighting products	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, pre-machined components, setting out rods, non-ferrous metals, glass, plastics, fabrics, ironmongery, metal and rubber wheel rims, adhesives, sealants, fixings and associated ancillary items – hand and/or powered tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to manufacturing bespoke wheelwrighting products			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to manufacture bespoke wheelwrighting products to the required specification	7.1	Demonstrate the following work skills when manufacturing bespoke wheelwrighting products: – measuring, marking out, fitting, finishing, positioning and securing			
		7.2	Fit and assemble wheels to given working instructions			
		7.3	Fit and assemble to form bespoke manufactured wheelwrighting products (carriage construction) to given working instructions; two of the following: – doors – frames – wooden framed vehicles – shafts – butt welding rims – metal and/or rubber tyring – wooden framed vehicles with single curvature features – wooden framed vehicles with double curvature features			
		7.4	Safely use and handle materials			
		7.5	Safely use hand tools, portable power tools and ancillary equipment			
		7.6	Safely store the materials, tools and equipment used when manufacturing bespoke wheelwrighting products			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – fit and assemble bespoke products – produce straight in plan and elevation; door sets, doors, sliding sash windows, units and fitments and panelling/cladding – wooden framed vehicles, shafts, wheels, welded carriage components, metal and rubber tyring – produce staircases, handrails and balustrades straight and with turns – produce products with single and double curvature features – produce bespoke products that incorporate associated materials (glass, plastics, fabrics, etc.)			
		7.8	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – take site and workplace dimensions – proportion joints associated with the product and construction method – use hand tools, power tools and equipment – requisition material			
		7.9	Describe the needs of other occupations and how to effectively communicate within a team when manufacturing bespoke wheelwrighting products			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.10	Describe how to sharpen hand tools used when manufacturing bespoke wheelwrighting products			
		7.11	Describe how to maintain the tools and equipment used when manufacturing bespoke wheelwrighting products			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 46: Producing Setting Out Details for Bespoke Wheelwrighting Products in the Workplace

Unit reference number: Y/503/2455

Level: 3

Credit value: 20

Guided learning hours: 67

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing setting out details for routine wheelwrighting products in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when producing setting out details for bespoke wheelwrighting products	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare)			
2	Know how to comply with relevant legislation and official guidance when producing setting out details for bespoke wheelwrighting products	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when producing setting out details for bespoke wheelwrighting products and describe how and when they are used			
3	Maintain safe working practices when producing setting out details for bespoke wheelwrighting products	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when producing setting out details for bespoke wheelwrighting products			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection should be used, relating to producing setting out details for bespoke wheelwrighting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to produce setting out details for bespoke wheelwrighting products	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, paper rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items – marking and testing tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce setting out details for bespoke wheelwrighting products			
5	Minimise the risk of damage to the work and surrounding area when producing setting out details for bespoke wheelwrighting products	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when producing setting out details for bespoke wheelwrighting products	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			
7	Comply with the given contract information to produce setting out details for bespoke wheelwrighting products to the required specification	7.1	Demonstrate the following work skills when producing setting out details for bespoke wheelwrighting products: – measuring, marking out and drawing			
		7.2	Produce setting out details, marking out and cutting lists for wheels to given working instructions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.3	Produce setting out details, marking out and cutting lists for bespoke wheelwrighting products (carriage construction) to given working instructions; for two of the following: – doors – frames – wooden framed vehicles – shafts – steps – wooden framed vehicles with single curvature features – wooden framed vehicles with double curvature features			
		7.4	Safely use and handle materials			
		7.5	Safely use marking and testing tools and ancillary equipment			
		7.6	Safely store the materials, tools and equipment used when producing setting out details for bespoke wheelwrighting products			
		7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set out, mark out and produce cutting lists for bespoke products – produce straight in plan and elevation: door sets, doors, sliding sash windows, units and fitments, panelling/cladding – wooden framed vehicles, shafts and wheels – produce staircases, handrails and balustrades, straight and with turns – produce products with single and double curvature features by geometrical development relating to the above items			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.8	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – take site and workplace dimensions – proportion joints associated with the product and construction methods – use marking and testing tools – requisition material			
		7.9	Describe the needs of other occupations and how to effectively communicate within a team when producing setting out details for bespoke wheelwrighting products			
		7.10	Describe how to sharpen hand tools used when producing setting out details for bespoke wheelwrighting products			
		7.11	Describe how to maintain the tools and equipment used when producing setting out details for bespoke wheelwrighting products			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 47: Producing Wood and Wood-based Products Using Computer Numerically Controlled/Numerically Controlled (CNC/NC) Machinery in the Workplace

Unit reference number: H/600/8573

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 wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery in the workplace within the relevant sector of industry.

Unit 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 wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery to be effective and reliable when confirming a learner's competence.

Note: learning outcome 7 – contract information can relate to drawings, specifications, schedules, cuttings lists, manufacturers' information and oral instruction.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsements (one from list A or two from list B):

List A:

– high-speed router

– window centre.

List B:

– single-end tenoner

– double-end tenoner

– panel saw

– morticing machines

– lathe

– four-sided planer

– sanding machine

– boring machine

– shaping machine

– edge bander

– spindle moulder

– beam saw.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when producing wood and wood-based products using computer numerically controlled/ numerically controlled (CNC/NC) machinery	1.1	Interpret and extract information from drawings, specifications, schedules, cutting lists, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, cutting lists, risk assessments, manufacturers' information and legislation governing wood machining			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when producing wood and wood-based products using computer numerically controlled/ numerically controlled (CNC/NC) machinery	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, with tools, tooling and equipment, with materials and substances, with movement of materials and by manual and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	State what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when producing wood and wood-based products using computer numerically controlled/ numerically controlled (CNC/NC) machinery	3.1	Use personal protective equipment (PPE) safely to carry out the activity in accordance with all current legislation and approved Codes of Practice when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, accidents and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to produce wood and wood-based products using computer numerically controlled/ numerically controlled (CNC/NC) machinery	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – CNC machinery – NC machinery – wood materials – wood-based materials – lubricants – hand tools and ancillary equipment			
		4.2	Select resources associated with own work in relation to materials, components, tools, tooling and equipment and dimensional control aids as appropriate			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when producing wood and wood-based products using computer numerically controlled/ numerically controlled (CNC/NC) machinery	5.1	Protect the work, equipment and its surrounding area from damage			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Describe how to protect work and equipment from damage and the purpose of protection in relation to general workplace activities and other occupations			
		5.4	Remove waste in accordance with legislation			
		5.5	State why the removal of waste should be carried out in relation to the work			
6	Complete the work within the allocated time when producing wood and wood-based products using computer numerically controlled/ numerically controlled (CNC/NC) machinery	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, estimated times and deadlines – organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to produce wood and wood-based products using computer numerically controlled/ numerically controlled (CNC/NC) machinery to the required specification	7.1	Demonstrate the following work skills when producing wood and wood-based products using computer numerically controlled/ numerically controlled (CNC/NC) machinery: – measuring, marking out, adjusting, fitting, finishing, positioning and securing			
		7.2	Prepare, set up, operate and maintain the following CNC/NC machines (one from list A or two from list B) to produce wood and wood-based products to given working instructions: List A: – high-speed router – window centre List B: – single-end tenoner – double-end tenoner – panel saw – morticing machines – lathe – four-sided planer – sanding machine – boring machine – shaping machine – edge bander – spindle moulder – beam saw			
		7.3	Set up and change appropriate tooling to meet the requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – prepare and set up the CNC/NC machinery – operate the CNC/NC machinery – maintain the CNC/NC machinery – identify the compatibility of materials with machines – identify how damage to materials and machines can be avoided – identify the correct use of lubricants – identify the relevant dimensional control aids and their uses – identify and report defects and discrepancies in materials and machines – set up and change appropriate tooling – identify the types and suitability of tooling – identify the scope and limitations of the machine – select the appropriate machine for the work to be carried out – use hand tools, power tools and equipment			
		7.5	Safely use and store hand tools and ancillary equipment			
		7.6	State the needs of other occupations and how to communicate within a team when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery			
		7.7	Describe how to maintain the tools and equipment used when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 48: Producing Setting Out Details for Bespoke Shopfitting Products in the Workplace

Unit reference number: L/503/2453

Level: 3

Credit value: 20

Guided learning hours: 67

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing setting out details for bespoke shopfitting products in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

– the Additional Requirements for Qualifications using the title NVQ in QCF

– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

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

– timber

– non-ferrous metal

– composite materials.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when producing setting out details for bespoke shopfitting products	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare)			
2	Know how to comply with relevant legislation and official guidance when producing setting out details for bespoke shopfitting products	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when producing setting out details for bespoke shopfitting products and describe how and when they are used			
3	Maintain safe working practices when producing setting out details for bespoke shopfitting products	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when producing setting out details for bespoke shopfitting products			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection should be used, relating to producing setting out details for bespoke shopfitting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to produce setting out details for bespoke shopfitting products	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, paper rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items – marking and testing tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce setting out details for bespoke shopfitting products			
5	Minimise the risk of damage to the work and surrounding area when producing setting out details for bespoke shopfitting products	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when producing setting out details for bespoke shopfitting products	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			
7	Comply with the given contract information to produce setting out details for bespoke shopfitting products to the required specification	7.1	Demonstrate the following work skills when producing setting out details for bespoke shopfitting products: – measuring, marking out and drawing			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.2	Produce setting out details, marking out and cutting lists for bespoke shopfitting products (timber and/or non-ferrous metal and/or composite materials) to given working instructions; for four of the following: – doors – frames and linings – shopfront sashes, including associated elements – framed panelling/cladding – wall and floor units – products incorporating any of the following: glass, fabrics, veneers – staircases (straight and with turns) – handrails and balustrades – shopfitting products with single curvature features – shopfitting products with double curvature features – soffits and bulkheads			
		7.3	Safely use and handle materials			
		7.4	Safely use marking and testing tools and ancillary equipment			
		7.5	Safely store the materials, tools and equipment used when producing setting out details for bespoke shopfitting products			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – set out, mark out and produce cutting lists for bespoke products – produce straight in plan and elevation: door sets, doors, sliding sash windows, units and fitments, panelling/cladding – produce staircases, handrails and balustrades, straight and with turns – produce products with single and double curvature features by geometrical development relating to the above items – take site and workplace dimensions – proportion joints associated with the product and construction methods – use marking and testing tools – requisition material			
		7.7	Describe the needs of other occupations and how to effectively communicate within a team when producing setting out details for bespoke shopfitting products			
		7.8	Describe how to sharpen hand tools used when producing setting out details for bespoke shopfitting products			
		7.9	Describe how to maintain the tools and equipment used when producing setting out details for bespoke shopfitting products			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 49: Designing and Fabricating Structural Timber Connections in the Workplace

Unit reference number: H/503/2474

Level: 3

Credit value: 35

Guided learning hours: 117

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in designing and fabricating structural timber connections in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when designing and fabricating structural timber connections	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings			
2	Know how to comply with relevant legislation and official guidance when designing and fabricating structural timber connections	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when designing and fabricating structural timber connections and describe how and when they are used			
3	Maintain safe working practices when designing and fabricating structural timber connections	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with legislation and organisational requirements when designing and fabricating structural timber connections			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to designing and fabricating structural timber connections, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to design and fabricate structural timber connections	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – measuring and marking equipment – draw pins or podgers, wedges, clamps and trestles – lifting equipment and ancillaries – hand tools and hand-held powered tools, specialist power tools/machines and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to design and fabricate structural timber connections			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to design and fabricate structural timber connections to the required specification	7.1	Demonstrate the following work skills when designing and fabricating structural timber connections: – designing, measuring, marking out, cutting, fitting, finishing, positioning and securing			
		7.2	Design and fabricate the following structural pegged timber connections for post and beam floor, roof, wall or cross frames to given working instructions: – mortice and tenon – barefaced tenon – stopped tenon – bevelled-shoulder tenon – dovetailed tenon – bridle joint – tusk tenon – pegged scarf joint for top plate, cill plate, purlin and tie beam – dovetailed, secret dovetailed or cogged lap joint – free/slip tenon or spline joint			
		7.3	Safely use and handle materials			
		7.4	Safely use hand tools, portable power tools and ancillary equipment			
		7.5	Safely store the materials, tools and equipment used when designing and fabricating structural timber connections			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – design pegged post and beam connections suitable for frames – identify loads that will act on a frame (dead, live and wind) – identify the effects of loads on a frame (sustained load, load duration, purlin load, floor joist loads, braces and wind loading and beam sizes) – identify the types of stress acting on a frame (compression, tension, shear and bending) – identify criteria to determine peg hole size and position – identify changes that will occur to connections with shrinkage			
		7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – apply the theorem of Pythagoras – determine geometrical angles – determine graded timber tree anatomy and growth rates, shrinkage and defects – ensure safe and practical erection of components – work with lifting and hoisting equipment (an awareness of the necessity for user certification) – use hand tools, power tools and equipment – work at height – use access equipment			
		7.8	Describe the needs of other occupations and how to effectively communicate within a team when designing and fabricating structural timber connections			
		7.9	Describe how to maintain the tools and equipment used when designing and fabricating structural timber connections			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 50: Conserving or Restoring Heavy Timber Framework in the Workplace

Unit reference number: Y/600/7663

Level: 3

Credit value: 32

Guided learning hours: 107

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in designing and fabricating structural timber connections in the workplace within the relevant sector of industry.

Unit 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 conserving or restoring heavy timber framework to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when conserving or restoring heavy timber framework	1.1	Interpret and extract information from drawings, specifications, method statements, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and/or method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, method statements, schedules, manufacturers' information, archaeological watching brief, historical conservation plans and charters, legislation and regulations governing buildings			
2	Know how to comply with relevant legislation and official guidance when conserving or restoring heavy timber framework	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	State what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when conserving or restoring heavy timber framework	3.1	Use personal protective equipment (PPE), lifting equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when conserving or restoring heavy timber framework			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to conserving or restoring heavy timber framework, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to conserve or restore heavy timber framework	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – timber, pre-fabricated components – pegs, metal fixings, glues and resin products – mechanical lifting equipment – hand tools and hand-held portable power tools, power tools/machines and ancillary equipment			
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to conserve or restore heavy timber framework			
5	Minimise the risk of damage to the work and surrounding area when conserving or restoring heavy timber framework	5.1	Protect the work and its surrounding area from damage			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with legislation			
		5.5	State why the disposal of waste should be carried out in relation to the work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when conserving or restoring heavy timber framework	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			
7	Comply with the given contract information to conserve or restore heavy timber framework to the required specification	7.1	Demonstrate the following work skills when conserving or restoring heavy timber framework: – measuring, marking out, cutting, jointing, shaping, fitting, fixing, finishing, positioning, securing and recording			
		7.2	Prepare, conserve, restore, renew, repair or refurbish heavy timber framework to given working instructions for at least one of the following: – walls (structural and/or non-structural) – floors – roofs			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – determine angles and lengths – brace in situ components to form or support structural and/or non-structural frameworks – determine graded timber tree anatomy and growth rates, shrinkage and defects – assess the milling and cleaving process – determine how the conversion affects the end use – form joints associated with structural and non-structural timber frame components – work with lifting and hoisting equipment – finish surfaces – validate appropriate ways in which the work should be carried out – recognise sensitive areas – maintain heritage and archaeological integrity – maintain the principles of minimum intervention and reversible alterations – stop work at the point when ...			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Conjecture begins and report findings – record work carried out (written, photographic or digital) – recognise and/or report endangered/protected flora and fauna – remove deteriorated and/or inappropriate materials – maintain existing structure – integrate existing and new constructional components or finishes – store salvageable components – use hand tools, power tools and equipment – work at height – use access equipment			
		7.5	Safely use and store materials, hand tools, hand-held portable power tools, power tools/machines and ancillary equipment			
		7.6	State the needs of other occupations and how to communicate within a team when conserving or restoring heavy timber framework			
		7.7	Describe how to and maintain the tools and equipment used when conserving or restoring heavy timber framework			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 51: Fabricating Post and Beam Components in the Workplace

Unit reference number: K/503/2489

Level: 3

Credit value: 33

Guided learning hours: 110

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when fabricating post and beam components	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings			
2	Know how to comply with relevant legislation and official guidance when fabricating post and beam components	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when fabricating post and beam components and describe how and when they are used			
3	Maintain safe working practices when fabricating post and beam components	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when fabricating post and beam components			
		3.2	Explain why and when health and safety control equipment should be used, relating to fabricating post and beam components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to fabricate post and beam components	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – measuring and marking equipment – draw pins or podgers, wedges, clamps and trestles – lifting equipment and ancillaries – hand tools and hand-held powered tools, specialist power tools/machines and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to fabricating post and beam components			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to fabricate post and beam components to the required specification	7.1	Demonstrate the following work skills when fabricating post and beam components: – levelling, plumbing, measuring, marking out, cutting, shaping, fitting, finishing, positioning and securing			
		7.2	Fabricate and carpenter mark post and beam components for the following assemblies to given working instructions: – wall frame with soleplate, post or jowl post, stud, rail, wall braces and top plate – tied or closed truss to include: king post truss with tie beam, king post, king struts and principal rafters or heavy tied truss with tie beam, principle rafters and curved internal members (collar or queen struts) – hip and valley construction to include hip beam or rafter, dragon beam, dragon tie, valley beam or rafter and jack rafters			
		7.3	Fabricate and carpenter mark post and beam components for trusses with two of the following to given working instructions: – interrupted tie – curved sling brace – hammer beams and braces – collar and arched braces – scissor braces – curved tension braces – cruck blades			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Fabricate and carpenter mark post and beam components for roof construction to include wind bracing and two of the following to given working instructions: – purlins scarfed – purlins trenched and cogged – purlins secured with free/slip tenons or splines – clasped purlins – crown plate/collar purlins			
		7.5	Safely use and handle materials			
		7.6	Safely use hand tools, portable power tools and ancillary equipment			
		7.7	Safely store the materials, tools and equipment used when fabricating post and beam components			
		7.8	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – lay out frames – mark out components for fabrication, plumb scribe, square rule and mapping – apply the theorem of Pythagoras – determine geometrical angles – determine graded timber tree anatomy and growth rates, shrinkage and defects – fabricate post and beam components for roof, wall, cross and floor frames – form specialist joints associated with heavy structural timber framework – identify principle structural components and load paths			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.9	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – work with lifting and hoisting equipment (an awareness of the necessity for user certification) – use hand tools, hand-held power tools, specialist power tools/machines and equipment – work at height – use access equipment			
		7.10	Describe the needs of other occupations and how to effectively communicate within a team when fabricating post and beam components			
		7.11	Describe how to maintain the tools and equipment used when fabricating post and beam components			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 52: Manufacturing Bespoke Shopfitting Products in the Workplace

Unit reference number: Y/503/2438

Level: 3

Credit value: 25

Guided learning hours: 83

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in manufacturing bespoke shopfitting products in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

– the Additional Requirements for Qualifications using the title NVQ in QCF

– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

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

– timber

– non-ferrous metal

– composite materials.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when manufacturing bespoke shopfitting products	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare)			
2	Know how to comply with relevant legislation and official guidance when manufacturing bespoke shopfitting products	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when manufacturing bespoke shopfitting products and describe how and when they are used			
3	Maintain safe working practices when manufacturing bespoke shopfitting products	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when manufacturing bespoke shopfitting products			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to manufacturing bespoke shopfitting products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV)			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to manufacture bespoke shopfitting products	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – timber, manufactured sheet material, pre-machined components, setting out rods, non-ferrous metals, glass, plastics, fabrics, veneers, ironmongery, adhesives, sealants, fixings and associated ancillary items – hand and/or powered tools and equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to manufacturing bespoke shopfitting products			
5	Minimise the risk of damage to the work and surrounding area when manufacturing bespoke shopfitting products	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when manufacturing bespoke shopfitting products	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme			
7	Comply with the given contract information to manufacture bespoke shopfitting products to the required specification	7.1	Demonstrate the following work skills when manufacturing bespoke shopfitting products: – measuring, marking out, fitting, finishing, positioning and securing			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.2	Fit and assemble to form bespoke manufactured shopfitting products (timber and/or non-ferrous metal and/or composite materials) to given working instructions; four of the following: – doors – frames and linings – shopfront sashes, including associated elements – panelling/cladding – wall and floor units – products incorporating any of the following: glass, fabrics, veneers – staircases – handrails and balustrades – shopfitting products with single curvature features – shopfitting products with double curvature features – soffits and bulkheads			
		7.3	Safely use and handle materials			
		7.4	Safely use hand tools, portable power tools and ancillary equipment			
		7.5	Safely store the materials, tools and equipment used when manufacturing shopfitting bespoke products			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – fit and assemble bespoke products – produce straight in plan and elevation; door sets, doors, sliding sash windows, units and fitments and panelling/cladding – produce staircases, handrails and balustrades straight and with turns – produce veneers – hand and machine – produce products with single and double curvature features – produce bespoke products that incorporate associated materials (glass, plastics, fabrics, etc.)			
		7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – take site and workplace dimensions – proportion joints associated with the product and construction method – use hand tools, power tools and equipment – requisition material			
		7.8	Describe the needs of other occupations and how to effectively communicate within a team when manufacturing shopfitting bespoke products			
		7.9	Describe how to sharpen hand tools used when manufacturing bespoke shopfitting products			
		7.10	Describe how to maintain the tools and equipment used when manufacturing bespoke shopfitting products			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 53: Coordinating and Confirming Dimensional Control Requirements of the Work in the Workplace

Unit reference number: D/503/2747

Level: 3

Credit value: 8

Guided learning hours: 27

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in coordinating and confirming dimensional control requirements of the work in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Coordinate with and communicate accurate work information to work colleagues	1.1	Source accurate dimensional work information to allow the work being carried out to be positioned, aligned and levelled			
		1.2	Provide work colleagues with accurate dimensional work information to allow conformance with contract specifications			
		1.3	Explain different methods of co-ordinating with work colleagues in order to enable them to position, align and level the work			
		1.4	Explain the different methods of communicating dimensional information with work colleagues			
2	Confirm and measure dimensional controls and maintain them to the specified work requirements	2.1	Identify, establish and confirm a range of dimensional controls, setting out points, lines and profiles to meet contract specifications			
		2.2	Maintain accurate dimensional controls, setting out points, lines and profile in accordance with contract specifications			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain the different methods of measuring the following dimensional controls and setting out points, lines and profiles: – lines – levels – angles – distances – curves – calibrations – tolerances			
		2.4	Describe different methods of confirming and maintaining dimensional control, setting out points, lines and profile			
3	Check and adjust measuring and recording equipment to the specified accuracy	3.1	Undertake checks and adjustments to a range of measuring and recording equipment relative to the occupational work environment or project type			
		3.2	Explain the methods used to check mechanical, optical and electronic measuring and recording equipment applicable to the occupational area			
		3.3	Describe how to apply manufacturers' tolerances to adjust equipment to maintain the specified accuracy			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Identify any deviations in dimensional controls and ensure they are corrected in accordance with work requirements	4.1	Locate and establish possible deviations in dimensional control on a range of work being undertaken			
		4.2	Plan and implement corrective action that allows the work to meet project requirements			
		4.3	Describe the methods used to identify deviations in positioning, aligning and levelling, arising from: – transfer of lines and levels – use of wrong lines and levels			
		4.4	Explain the different methods of correcting deviations in position, level and alignment to meet work requirements			
5	Identify circumstances and conditions that require revision of work practices	5.1	Investigate and establish ongoing work and compare to the contract specifications			
		5.2	Explain how to identify circumstances and conditions associated with the following that may affect the work and require revisions to the work procedure/practice: – land – water – obstacles – climate variation – live conditions – utilities – health and safety			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

12 Further information and useful publications

To get in touch with us please visit our website at qualifications.pearson.com:

- for Pearson Edexcel and BTEC enquiries' http://qualifications.pearson.com/en/support/contact-us
- for Pearson Work Based Learning enquiries: http://qualifications.pearson.com/en/support/support-for-you/work-based-learning.html
- to learn more about out books, software and online resources for UK schools and colleges: http://qualifications.pearson.com/en/support/support-for-you/work-based-learning.html

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website: http://qualifications.pearson.com/en/qualifications.html

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

13 Professional development and training

Professional development and training

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

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

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

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

Training and support for the lifetime of the qualifications

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

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

To get in touch with our dedicated support teams please visit our website.

Online support: find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available on our website.

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers can seek advice and clarification about any aspect of our qualifications and services, and share knowledge and information with others. The forums are sector specific and cover business administration, customer service, health and social care, hospitality and catering and retail. The online forum is available on our website.

14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com
Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com
Telephone: 0844 576 0045

Complaints and feedback

We are working hard to give you excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Consolidated Assessment Strategy for Construction and the Built Environment

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.

Introduction

This assessment strategy provides principles and guidance to awarding organisations so the assessment of units and qualifications with NVQ in the Qualifications and Credit Framework (QCF) title and SVQs is valid, effective and consistent, and has credibility across the Construction and Built Environment sector. This is a consolidated ConstructionSkills Assessment Strategy covering construction and the built environment – craft, supervisory, technical, managerial and professional NVQ and SVQ units and qualifications. This assessment strategy is one of the strands of the ConstructionSkills' Construction Qualification Strategy.

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

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

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

Appendix B provides a list of sub annexes relevant to specific NVQ or SVQ qualifications and units, these sub annexes contain additional information for awarding organisations where National Working Groups or Awarding Body Fora have identified the need for specific clarification. Clarification may be about the terminology of the content of the unit (ref. section 2.1), or specific occupational expertise requirements for assessors and verifiers (ref. section 4).

Awarding organisations must make this Strategy and the relevant annexes available to assessors, verifiers and candidates.

Principles

1 External quality control of assessment

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

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

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

1.3 Awarding organisations must be members of the sector's Built Environment Awarding Body Forum, of which the qualification regulators are members. Members will be expected to provide feedback on National Occupational Standards (NOS), NVQ or SVQ units and qualifications, including aspects informing incremental change.

1.4 The Forum will, in respect of this strategy:

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

1.5 Awarding organisations and their partners, assessment centres, verifiers and assessors must maintain robust and transparent operational arrangements. They must preserve independence in assessment, certification and quality assurance processes. Awarding organisations must ensure clear separation of their NVQ/SVQ assessment responsibilities from their industry, training, membership, certification, accreditation and commercial interests and resolve any conflicts of interest.

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

2 Aspects to be assessed through performance in the workplace

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

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

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

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

3 How simulated working conditions may be used to assess competence

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

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

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

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

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

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

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

4 Occupational expertise requirements for assessors and verifiers

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

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

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

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

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

4.1.3 only assess in their acknowledged area of occupational competence

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

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

4.1.6 hold, or are working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- SVQ (SCQF level) Assessing Competence in the Work Environment
- SVQ (SCQF level) Assessing Vocational Achievement
- or hold one of the following
- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence

Holders of A1 and D32/33 must assess to the reviewed National Occupational Standards (NOS) for Learning and Development.

In Scotland, approval for exemptions must be obtained from the Scottish Qualifications Authority.

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

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

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

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

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

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

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

4.2.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):

- Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- SVQ(SCQF level) in the Internal Quality Assurance of the Assessment Process and Practice
- SVQ (SCQF level) in Leading the Internal Quality Assurance of Assessment Process and Practice

or hold one of the following

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

Holders of V1/D34 must quality assure to the reviewed National Occupational Standards (NOS) for Learning and Development.

It is strongly recommended that within the role of Internal Quality Assurance one of the following qualifications is held.

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement

- SVQ (SCQF level) Assessing Competence in the Work Environment
- SVQ (SCQF level) Assessing Vocational Achievement

or one of the following

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

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

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

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

The verification process must be recorded and available for audit)

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

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

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

4.3.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):

- Level 4 Award in the External Quality Assurance of the Assessment Process and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment
- SVQ (SCQF level) in the External Quality Assurance of the Assessment Process and Practice
- SVQ (SCQF) in Leading the External Quality Assurance of Assessment

or hold one of the following

- V2 Conduct external quality assurance of the assessment process
- D35 Externally verify the assessment process

Holders of V2/D35 must quality assure to the reviewed National Occupational Standards (NOS) for Learning and Development.

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

Level 3:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- SVQ (SCQF level) Assessing Competence in the Work Environment
- SVQ (SCQF level) Assessing Vocational Achievement

or one of the following

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

Level 4:

- Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- SVQ(SCQF level) in the Internal Quality Assurance of the Assessment Process and Practice
- SVQ (SCQF level) in Leading the Internal Quality Assurance of Assessment Process and Practice
- VI Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process

4.4 Selection and appointment of assessors and verifiers

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

- at, or above, the level they will be assessing
- of sufficient depth to credibly verify judgements and assessments
- to uphold the integrity of the NOS and this Consolidated Assessment Strategy.

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

Appendix B1

Additional Information to the Consolidated Assessment Strategy from the National Working Group for Controlling Lifting Operations

Part A: Clarification and guidance notes

This additional information has been produced to ensure consistency in interpreting the occupational expertise requirements for assessors as described in paragraph 4.1 of the ConstructionSkills' Consolidated Assessment Strategy. This should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for the Controlling Lifting Operations units and qualifications with NVQ in the QCF title and SVQs.

Additional requirements for assessors of planning and supervising lifting operations

Assessors must be competent and have an up-to-date working knowledge of the occupation and sector. Assessors must have had active involvement in lifting operations and on each endorsement for which they wish to assess. The awarding body must ensure that all assessors are competent on each endorsement for which they intend to assess.

Supplementary guidance

In order to meet contractual and regulative requirements, many sectors of industry require lift planners and supervisors to possess certification from recognised industry approved bodies. The awarding body should ideally encourage all assessors to hold appropriate registration cards or certificates to support industry initiatives for a qualified workforce.

Where lifting experience was gained within the armed forces, applicants for assessor status should ideally gain external work experience within industry, or be able to demonstrate knowledge of relevant industry working practices outside the armed forces.

Part B: Clarification on standards (NOS) content terminology

Various sectors of industry, supported by the Health and Safety Executive, requested national occupational standards for the safety critical occupations of lift planner and lift supervisor. Standards from the suite of National Occupational Standards for Construction Site Supervision and Construction Site Management were identified by the National Working Group (NWG) as conveniently defining the job roles of planner and supervisor.

Certain standards (NOS), however, use terminology particular to, or make reference to, the construction sector, limiting the scope of the standards. Clarification of NOS terminology has been produced (Annex B1, page ii), by the NWG, for awarding organisations, which provides interpretation and meaning of selected words that are used in lifting operations within other industrial sectors. Provision of this clarification further avoids a proliferation of new standards.

Awarding organisations need to ensure that candidates, employers, assessment centres, assessors and those involved in the verification process for this qualification are informed of the clarification of NOS terminology for planning and supervising lifting operations.

Clarification of NOS terminology for controlling lifting operations

'construction operations'	Includes lifting operations within other sectors of industry.
'decision-makers'	This refers to the client, customer or their representative, senior/contracts manager, project team, consultants or in VR 705 the lift planner.
'ensure notice has been given to all the people who will be affected'	This means as dictated by the lift plan.
'lines' 'levels', 'angles'	This includes load levels, ground levels, lines for placing loads and lifting accessory angles.
'near neighbours'	This can include other structures and a workforce in a different part of the project.
'organise and control the site'	The lifting activity and the immediate surrounding area.
'position, align and/or level the work'	This refers to items being moved and placed and the equipment used to attach and move the loads.
'produce clear requests for plant, equipment or machinery'	This means those specified by the lift plan.
'place and maintain notices'	This means ensuring that the correct notices (for the lifting activity) are in place prior to the commencement of the lifting activity, and checked throughout the duration of the activity.
'plan how the work will be undertaken'	This means as dictated by the lift plan.
'programmes and schedules'	This refers to either component parts of, or the complete lift plan.
'project'	A lifting operation that is taking place within an overall contract, project or work activity.
'project plan'	This refers to either component parts of, or the complete lift plan.
'site'	A lifting operation that is taking place within an overall contract, project or work activity.
'site plan'	This refers to either components part of, or the complete lift plan.
'vehicular access'	This can comprise of all forms of transport, including waterborne and airborne craft.

Appendix B2

Additional Information to the Consolidated Assessment Strategy from the Awarding Body Forum for Plant Operations

Clarification and guidance notes

Aspects to be assessed through performance in the workplace

This additional information has been produced to ensure consistency in aspects to be assessed through performance in the workplace as described in paragraph 2.1 of the ConstructionSkills' Consolidated Assessment Strategy. This should help awarding organisations incorporate the guidance into their assessment methodology for Plant Operations units and qualifications with NVQ in the QCF title and SVQ in the SCQF.

Additional requirements for assessment in the workplace

Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This direct evidence must be met using a combination of the following methods.

- direct observation by the assessor
- witness testimony by an expert witness related to the occupational area
- professional discussion.

Workplace evidence must be supported by the required evidence of knowledge and understanding gained from at least three month's work-based experience.

Occupational expertise requirements for assessors

This additional information has been produced to ensure consistency in interpreting the occupational expertise requirements for assessors as described in paragraph 4.1 of the ConstructionSkills' Consolidated Assessment Strategy. This should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for Plant Operations units and qualifications with NVQ in the QCF title and SVQs.

Additional requirements for assessors of plant operations

Assessors must be competent and have an up-to-date working knowledge of the occupation and sector. Assessors must have had active involvement in plant operations and on each endorsement for which they wish to assess. The awarding organisation must ensure that all assessors are competent on each endorsement for which they intend to assess in accordance with requirements of the qualification regulators' guidance for England, Northern Ireland, Scotland and Wales.

Supplementary guidance

In order to meet contractual and regulative requirements, many sectors of industry require operators of plant and equipment to possess certification from recognised industry approved bodies. The awarding organisation should ideally encourage all assessors to hold appropriate registration cards or certificates to support industry initiatives for a qualified workforce.

Where plant operating experience was gained within the armed forces, applicants for assessor status should ideally gain external work experience within industry, or be able to demonstrate knowledge of relevant industry working practices outside the armed forces.

Appendix C

Guidance on the use of simulation

Introduction

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

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

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

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

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

It is a SSC's responsibility to define the acceptability of evidence from simulation in the context of National Occupational Standards (NOS) and National and Scottish Vocational Qualifications (N/SVQs). The ConstructionSkills Consolidated Assessment Strategy provides this guidance.

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

Due to the current economic climate and its impact on construction industry apprentices, ConstructionSkills as the SSC for construction has agreed that there can be some flexibility around the use of simulation when assessing construction craft NVQs. This is set out as follows and applies up until the end of December 2011.

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

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

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

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

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

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

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

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

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

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

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

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

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