

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

Specification

Competence-based qualification

First registration August 2020

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

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Summary of changes to Pearson Edexcel Level 2 NVQ Diploma in Wood Occupations (Construction) specification Issue 2

Summary of changes made between previous issue and this issue	Page number
The guided learning hours of each unit listed in the qualification structures has been increased by ten hours.	4-16
The guided learning hours of each unit has been increased by ten hours	31-334

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

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

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1 Introducing the qualification

What are Pearson competence-based qualifications?

Pearson 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.

Learners will develop the knowledge, skills and behaviours to become competent in the area of work or job role. The requirements to be competent are set by occupational standards for the appropriate sector. Pearson has worked closely with the appropriate professional body in the development of this qualification. The qualifications are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

Qualification purpose

The Pearson Edexcel Level 2 NVQ Diploma in Wood Occupations (Construction) is for learners who are working in the area of building and construction. These qualifications are nationally recognised and are based on the Construction Skills National Occupational Standards (NOS).

The Pearson Edexcel Level 2 NVQ Diploma in Wood Occupations (Construction) is suitable for learners to:

- develop and demonstrate competence in building and construction
- develop the fundamental technical skills and underpinning knowledge and understanding required to become competent in specified job roles in carpentry, joinery, frameworking or shopfitting. For details of the units included in this qualification, please see *Section 3 Qualification structure*
- gain recognition for existing skills and knowledge
- develop appropriate professional attitudes and behaviours that will support personal success in their job role and the long-term success of their organisation
- develop a range of interpersonal and intrapersonal skills to support progression to, and success in, further study and career advancement
- achieve a nationally-recognised Level 2 qualification
- achieve a CSCS (Construction Skills Certification Scheme) card to confirm competence and allow progression to employment.

Industry support and recognition

The Pearson Edexcel Level 2 NVQ Diploma in Wood Occupations (Construction) was developed by the CITB Working Group, which included the following organisations:

Employers:

- Custom Precision Joinery Ltd,
- Hind Joiners and Builders Ltd,
- Leeds College of Building,
- Limebright Ltd
- Oakwrights of Bath Ltd, Seven Oaks Ltd,
- Royal School of Military Engineering,
- Westwind Oak Building Ltd,
- William Grey Construction.

Professional organisations:

- British Wood Working Federation,
- CDS Construction Services and National Association of Shopfitters

Funding

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub.

The apprenticeship funding rules can be found at www.gov.uk.

For further information on the requirements for delivery and assessment of the Apprenticeship Standards, please refer to the apprenticeship funding rules for employers at:

<https://www.gov.uk/guidance/apprenticeship-funding-rules-for-employers>.

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 NVQ Diploma in Wood Occupations
Qualification Number (QN)	603/6184/0
Regulation start date	01/07/2020
Operational start date	01/08/2020
Approved age ranges	16–18 19+
Total Qualification Time (TQT)	450
Guided Learning Hours (GLH)	351
Assessment	Internal assessment (portfolio of evidence).
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. Centres must follow the information in our document, <i>A guide to recruiting learners onto Pearson qualifications</i> and <i>Section 6 Access to qualifications</i> .
Pathways	This qualification includes the following pathways: <ul style="list-style-type: none"> • Site Carpentry • Architectural Joinery • Shopfitting Site Work • Shopfitting Bench Work • Structural Post and Beam Carpentry • Light Structural Timber Framing • Timber Frame Erection • Timber Decks and Cladding • Heritage Site Carpentry • Heritage Architectural Joinery • Heritage Structural and Post Beam Carpentry • Pre-Assembled Roof Structure Installer

3 Qualification structure

Pearson Edexcel Level 2 Diploma in Wood Occupations (Construction)

The guided learning hours now include assessment time and may differ from the values presented for the same units in older qualifications.

Pathway 1: Site Carpentry

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	6
Number of mandatory units that must be achieved	3
Number of optional units that must be achieved	3

Unit number	Mandatory units	Level	Guided learning hours
1	Conforming to general health, safety and welfare in the workplace	1	17
2	Conforming to productive working practices in the workplace	2	20
3	Moving, handling and storing resources in the workplace	2	27
Unit number	Optional units	Level	Guided learning hours
4	Installing first fixing components in the workplace	2	100
5	Installing second fixing components in the workplace	2	117
6	Erecting structural carcassing components in the workplace	2	107
7	Maintaining non-structural carpentry work in the workplace	2	87

Unit number	Optional units	Level	Guided learning hours
8	Installing fire resisting timber door assemblies and doorsets in the workplace	2	200
9	Setting up and using transportable cutting and shaping machines in the workplace	2	130

Pathway 2: Architectural Joinery

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	6
Number of mandatory units that must be achieved	5
Number of optional units that must be achieved	1

Unit number	Mandatory units	Level	Guided learning hours
1	Conforming to general health, safety and welfare in the workplace	1	17
2	Conforming to productive working practices in the workplace	2	20
3	Moving, handling and storing resources in the workplace	2	27
10	Marking out from setting out details for routine architectural joinery products in the workplace	2	80
11	Manufacturing routine architectural joinery products in the workplace	2	103
Unit number	Optional units	Level	Guided learning hours
9	Setting up and using transportable cutting and shaping machines in the workplace	2	130
12	Producing setting out details for routine architectural joinery products in the workplace	2	87

Pathway 3: Shopfitting Site work

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	6
Number of mandatory units that must be achieved	3
Number of optional units that must be achieved	3

Unit number	Mandatory units	Level	Guided learning hours
1	Conforming to general health, safety and welfare in the workplace	1	17
2	Conforming to productive working practices in the workplace	2	20
3	Moving, handling and storing resources in the workplace	2	27
Unit number	Optional units	Level	Guided learning hours
8	Installing fire resisting timber door assemblies and doorsets in the workplace	2	200
9	Setting up and using transportable cutting and shaping machines in the workplace	2	130
13	Installing shopfitting frames and finishings in the workplace	2	127
14	Installing shopfitting fitments in the workplace	2	83
15	Installing shopfronts and finishings in the workplace	2	93

Pathway 4: Shopfitting Bench Work

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	6
Number of mandatory units that must be achieved	5
Number of optional units that must be achieved	1

Unit number	Mandatory units	Level	Guided learning hours
1	Conforming to general health, safety and welfare in the workplace	1	17
2	Conforming to productive working practices in the workplace	2	20
3	Moving, handling and storing resources in the workplace	2	27
16	Marking out from setting out details for routine shopfitting products in the workplace	2	80
17	Manufacturing routine shopfitting products in the workplace	2	103
Unit number	Optional units	Level	Guided learning hours
9	Setting up and using transportable cutting and shaping machines in the workplace	2	130
18	Producing setting out details for routine shopfitting products in the workplace	2	87

Pathway 5: Structural Post and Beam Carpentry

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	6
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Unit number	Mandatory units	Level	Guided learning hours
1	Conforming to general health, safety and welfare in the workplace	1	17
2	Conforming to productive working practices in the workplace	2	20
3	Moving, handling and storing resources in the workplace	2	27
19	Setting out structural timber framework in the workplace	2	100
20	Fabricating structural timber framework in the workplace	2	113
21	Assembling and erecting heavy timber framework – post and beam in the workplace	2	117

Pathway 6: Light Structural Timber Framing

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	7
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Unit number	Mandatory units	Level	Guided learning hours
1	Conforming to general health, safety and welfare in the workplace	1	17
2	Conforming to productive working practices in the workplace	2	20
3	Moving, handling and storing resources in the workplace	2	27
7	Maintaining non-structural carpentry work in the workplace	8	87
22	Installing frames and linings in the workplace	1	73
23	Installing internal mouldings in the workplace	1	80
24	Confirming the occupational method of work in the workplace	3	47

Pathway: 7 Timber Frame Erection

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	5
Number of mandatory units that must be achieved	5
Number of additional units that can be achieved (it is not compulsory to take this unit)	1

Unit number	Mandatory units	Level	Guided learning hours
1	Conforming to general health, safety and welfare in the workplace	1	17
2	Conforming to productive working practices in the workplace	2	20
3	Moving, handling and storing resources in the workplace	2	27
25	Erecting timber walls and floors in the workplace	2	150
26	Erecting timber roof structures in the workplace	2	110
Unit number	Additional optional unit for Timber Frame Erection (not compulsory)	Level	Guided learning hours
27	Slinging and hand signalling the movement of suspended loads in the workplace	2	43

Pathway 8: Timber decks and cladding

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	5
Number of mandatory units that must be achieved	4
Number of optional units that must be achieved	1

Unit number	Mandatory units	Level	Guided learning hours
1	Conforming to general health, safety and welfare in the workplace	1	17
2	Conforming to productive working practices in the workplace	2	20
3	Moving, handling and storing resources in the workplace	2	27
9	Setting up and using transportable cutting and shaping machines in the workplace	2	130
Unit number	Optional units	Level	Guided learning hours
28	Installing sheeting and cladding systems on roofs and walls in the workplace	2	77
29	Installing low level timber decks in the workplace	2	107
30	Installing elevated timber decks in the workplace	2	123

Pathway 9: Heritage Site Carpentry

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	8
Number of mandatory units that must be achieved	5
Number of optional units that must be achieved	3

Unit number	Mandatory units	Level	Guided learning hours
1	Conforming to general health, safety and welfare in the workplace	1	17
2	Conforming to productive working practices in the workplace	2	20
3	Moving, handling and storing resources in the workplace	2	27
19	Setting out structural timber framework in the workplace	2	100
31	Conserving or restoring timber-based products in the workplace	3	117
Unit number	Optional units	Level	Guided learning hours
4	Installing first fixing components in the workplace	2	100
5	Installing second fixing components in the workplace	2	117
6	Erecting structural carcassing components in the workplace	2	107
7	Maintaining non-structural carpentry work in the workplace	2	87
9	Setting up and using transportable cutting and shaping machines in the workplace	2	130

Pathway 10: Heritage Architectural Joinery

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	6
Number of mandatory units that must be achieved	5
Number of optional units that must be achieved	1

Unit number	Mandatory units	Level	Guided learning hours
1	Conforming to general health, safety and welfare in the workplace	1	17
2	Conforming to productive working practices in the workplace	2	20
3	Moving, handling and storing resources in the workplace	2	27
11	Manufacturing routine architectural joinery products in the workplace	2	103
31	Conserving or restoring timber-based products in the workplace	3	117
Unit number	Optional units	Level	Guided learning hours
9	Setting up and using transportable cutting and shaping machines in the workplace	2	130
10	Marking out from setting out details for routine architectural joinery products in the workplace	2	80
12	Producing setting out details for routine architectural joinery products in the workplace	2	87

Pathway 11: Heritage structural and post beam carpentry

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	7
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Unit number	Mandatory units	Level	Guided learning hours
1	Conforming to general health, safety and welfare in the workplace	1	17
2	Conforming to productive working practices in the workplace	2	20
3	Moving, handling and storing resources in the workplace	2	27
19	Setting out structural timber framework in the workplace	2	100
20	Fabricating structural timber framework in the workplace	2	113
21	Assembling and erecting heavy timber framework – post and beam in the workplace	2	117
32	Conserving or restoring heavy timber framework in the workplace	3	117

Pathway 12: Pre-Assembled Roof Structure Installer

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	6
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Unit number	Mandatory units	Level	Guided learning hours
1	Conforming to general health, safety and welfare in the workplace	1	17
2	Conforming to productive working practices in the workplace	2	20
3	Moving, handling and storing resources in the workplace	2	27
26	Erecting timber roof structures in the workplace	2	110
27	Slings and hand signalling the movement of suspended loads in the workplace	2	43
33	Erecting roof structure carcassing components in the workplace	3	105

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

The following endorsements are the industry-approved range of job activities, contexts, machinery or tools that the assessment evidence must cover, where specified for particular units:

Unit	Endorsement
Unit 4: Installing first fixing components in the workplace	Three of the following: <ul style="list-style-type: none"> • Frames (door and/or window) • Linings (door and/or hatch) • Floor joist coverings (or flat roof decking) • Partitions • Staircases • Roof verge and eaves finishings
Unit 5: Installing second fixing components in the workplace	Five of the following: <ul style="list-style-type: none"> • Side hung doors • Mouldings (architrave, skirting) • Ironmongery • Service encasement • Prefabricated units • Cladding or panelling • Stair components (balustrades, handrails, spindles)
Unit 6: Erecting structural carcassing components in the workplace	One of the following: <ul style="list-style-type: none"> • Inclined roofs with gables • Load bearing partitions • Joists (ground, upper or flat roof) including coverings (flat roofs, decks or floors)

Unit	Endorsement
Unit 7: Maintaining non-structural carpentry work in the workplace	Four of the following: <ul style="list-style-type: none"> • Frames • Mouldings • Doors • Windows (including replacement glazing) • Door and/or window ironmongery • Verge and/or eaves • Sash cords.
Unit 9: Setting up and using transportable cutting and shaping machines in the workplace	Three of the following cutting machines: <ul style="list-style-type: none"> • Saw – three from the following: circular, chop, mitre, bench or table, jig, reciprocating, oscillating alligator or scroll • Drill • Planer • Biscuit jointer • Disc cutter • Morticer • PLUS • Two of the following shaping machines: <ul style="list-style-type: none"> • Thicknesser • Sander (orbital, belt, disc) • Router • Laminate trimmer • Planer
Unit 10: Marking out from setting out details for routine architectural joinery products in the workplace	Architectural Joinery - at least two items from the following: <ul style="list-style-type: none"> • Doors • Windows with opening lights • Units and/or fitments • Panelling and/or cladding • Staircases

Unit	Endorsement
Unit 11: Manufacturing routine architectural joinery products in the workplace	One of the following groups: <ul style="list-style-type: none"> • Architectural Joinery - at least two items from the following: • Doors • Windows with opening lights • Units and/or fitments • Panelling and cladding • Staircases
Unit 12: Producing setting out details for routine architectural joinery products in the workplace	Architectural Joinery - at least two items from the following: <ul style="list-style-type: none"> • Doors • Windows with opening lights • Units and/or fitments • Panelling or cladding • Staircases
Unit 13: Installing shopfitting frames and finishings in the workplace	Six of the following: <ul style="list-style-type: none"> • Door frames • Hung doors • Door sets • Mouldings or trims • Ironmongery • Service encasement • Linings • Panelling or cladding • Partition walling • Staircase finishings and balustrades • Staircases • Bulkheads and soffits • Units and fitments • Window frames

Unit	Endorsement
Unit 14: Installing shopfitting fitments in the workplace	Two of the following: <ul style="list-style-type: none"> • Counters • Display units • Shelving units • Fixed seating
Unit 15: Installing shopfronts and finishings in the workplace	Three of the following: <ul style="list-style-type: none"> • Shopfront surrounds • Stall risers • Mouldings or trims • Window beds • Fascias • Specialist treatment and finishings • Blind box
Unit 16: Marking out from setting out details for routine shopfitting products in the workplace	Shopfitting - Timber and/or timber based products and/or composite materials, and/or metal at least two items from the following: <ul style="list-style-type: none"> • Doors • Frames and linings • Shopfront sashes including associated elements • Panelling or cladding • Units and fitments
Unit 17: Manufacturing routine shopfitting products in the workplace	Shopfitting - Timber and/or timber based products and/or composite materials, and/or metal at least two items from the following: <ul style="list-style-type: none"> • Doors • Frames and linings • Shopfront sashes including associated elements • Panelling and cladding • Units and fitments

Unit	Endorsement
Unit 18: Producing setting out details for routine shopfitting products in the workplace	Shopfitting - Timber and/or timber based products and/or composite materials, and/or metal at least two items from the following: <ul style="list-style-type: none"> • Doors • Frames and linings • Shopfront sashes including: • Associated elements • Panelling and/or cladding • Units and fitments
Unit 23: Installing internal mouldings in the workplace	Two of the following: <ul style="list-style-type: none"> • Architrave • Skirting • Mouldings
Unit 26: Erecting timber roof structures in the workplace	Pre-assembled roof structures – mechanically handled, plus one of the following: <ul style="list-style-type: none"> • In situ roofs – manually handled • In situ roofs – mechanically handled
Unit 28: Installing sheeting and cladding systems on roofs and walls in the workplace	One of the following endorsements required: <ul style="list-style-type: none"> • Built up systems • Standing seam systems • Secret fix systems • Composite panel systems • Fibre-cement systems
Unit 29: Installing low level timber decks in the workplace	Five of the following: <ul style="list-style-type: none"> • Embedded column footings • Raised column footings • Wall plates • Blocking • Bracing • Parapets or balustrades • Stairs • Ramps

Unit	Endorsement
Unit 31: Conserving or restoring timber-based products in the workplace	Eight of the following: <ul style="list-style-type: none"> • Load bearing components • Non-load bearing components • Walls • Floors • Roofs • Joist coverings • Frames (including windows) • Panelling/cladding • Units and fitments • Doors • Mouldings • Staircases
Unit 32: Conserving or restoring heavy timber framework in the workplace	One of the following: <ul style="list-style-type: none"> • Walls (structural and/or non-structural) • Floors • Roofs
Unit 33: Erecting roof structure carcassing components in the workplace	Two of the following: <ul style="list-style-type: none"> • Hips and/or valleys • Roof verge and eaves • Parapet finishings • False chimneys • Openings (e.g. windows, hatches, dormers, roof lights and vents)

5 Assessment requirements

The units in this qualification are all internally assessed.

Assessment strategy

The assessment strategy for this qualification is included in *Annexe A*. It sets out the overarching assessment requirements and the framework for assessing the units to ensure that the qualification remains valid and reliable. It has been developed by the Construction Industry Training Board (CITB)

Language of assessment

Learners must use English only during the assessment of this qualification.

A learner taking the qualification(s) may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

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

Internal assessment

The units in this qualification 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, learners 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.

Learners 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.

Presenting evidence

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

- direct observation of the learner's performance by their assessor (O)

- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

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

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

Assessment of knowledge and understanding

Knowledge and understanding are key components of competent performance, but it is unlikely that performance evidence alone will provide sufficient evidence for knowledge-based learning outcomes and assessment criteria. Where the learners' knowledge and understanding is not apparent from performance evidence, it must be assessed through other valid methods and be supported by suitable evidence. The evidence provided to meet these learning outcomes and assessment criteria must be in line with the assessment strategy. Any specific assessment requirements are stated in the *Unit assessment requirements* section of each unit in *Section 9 Units*.

Assessor requirements

Centres must ensure:

- assessment is carried out by assessors with relevant expertise in both the occupational area and assessment. The requirements for assessor qualifications and experience are stated in the Assessment Strategy in *Annexe A*.
- internal verification systems are in place to ensure the quality and authenticity of learners' work, as well as the accuracy and consistency of assessment. The requirements of internal verifiers (IVs) are stated in the Assessment Strategy in *Annexe A*.

6 Centre recognition and approval

Centres must have approval prior to delivering or assessing any of the units in this qualification.

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

Existing Pearson centres seeking approval to offer Pearson competence-based qualifications, will be required to submit supplementary evidence for approval, aligned with the associated Standards and/or assessment requirements.

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

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

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

Centre resource requirements

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

appropriate physical resources as outlined in the Assessment Strategy in *Annexe A* (for example a workplace in line with industry standards or a Realistic Working Environment (RWE), where permitted)

- centres must meet any specific human resource requirements outlined in the Assessment Strategy in *Annexe A*
- staff assessing learners and internally verifying programmes must meet the occupational competence requirements in the Assessment Strategy
- systems to ensure continuing professional development (CPD) for staff delivering, assessing and internally verifying the qualification
- health and safety policies that relate to the use of equipment by learners
- internal verification systems and procedures (see *Section 4 Assessment requirements*)
- any unit-specific resources stated in individual units.

7 Access to qualifications

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Our *Equality, diversity and inclusion 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 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 taking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from their 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.

Centres must deliver the qualification in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk.

Reasonable adjustable and special consideration

Centres are permitted to make adjustments to assessment to take account of the needs of individual learners. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

8 Recognising prior learning and achievement

Recognition of Prior Learning (RPL) considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

9 Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

If a centre is offering a Pearson competence-based qualification alongside other qualifications related to a similar Apprenticeship Standard, wherever possible we will allocate the same Standards Verifier for both qualifications.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

- *Pearson centre guide to quality assurance – NVQs/SVQs and competence-based qualifications*
- *Pearson delivery guidance & quality assurance requirements – NVQs/SVQs and competence-based qualifications.*

10 Units

This section of the specification contains the unit(s) that form the assessment for the qualification.

For explanation of the terms within the units, please refer to *Section 13 Glossary*.

It is compulsory for learners to meet the learning outcomes and the assessment criteria to achieve a Pass. The unit assessment requirements must also be met by the evidence that is provided by the learner.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

Unit 1: Conforming to general health, safety and welfare in the workplace

Level:	1
Unit type:	Mandatory in all pathways
Guided learning hours:	17

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

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Comply with all workplace health, safety and welfare legislation requirements.	1.1	Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area.			
		1.2	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements.			
		1.3	Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.4 State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			
	1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.			
	1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.			
	1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.			
	1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.	2.1	Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures.			
		2.2	List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities.			
		2.3	List the current Health and Safety Executive top ten safety risks.			
		2.4	List the current Health and Safety Executive top five health risks.			
		2.5	State how changing circumstances within the workplace could cause hazards.			
		2.6	State the methods used for reporting changed circumstances, hazards and incidents in the workplace.			
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.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.4 Safely store health and safety control equipment in accordance with given instructions.			
		3.5 Dispose of waste and/or consumable items in accordance with legislation.			
		3.6 State the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> • 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	4.1	Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.			
		4.2	State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: <ul style="list-style-type: none"> 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.			
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: <ul style="list-style-type: none"> during the working day on completion of the day's work for unauthorised personnel (other operatives and the general public) for theft. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.2	State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Conforming to productive working practices in the workplace

Level: 2

Unit type: Mandatory in all pathways

Guided learning hours: 20

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

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Communicate with others to establish productive work practices.	1.1	Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively.			
		1.2	Describe the different methods of communicating with line management, colleagues and customers.			
		1.3	Describe how to use different methods of communication to ensure that the work carried out is productive.			
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.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.3 Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: <ul style="list-style-type: none"> • 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.			
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: <ul style="list-style-type: none"> • job cards • worksheets • material/resource lists • time sheets. 			
		3.3 Explain the reasons for ensuring documentation is completed clearly and within given timescales.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain good working relationships when conforming to productive working practices.	4.1	Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships.			
		4.2	Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others.			
		4.3	Describe how to maintain good working relationships, in relation to: <ul style="list-style-type: none"> • individuals • customer and operative • operative and line management • own and other occupations. 			
		4.4	Describe why it is important to work effectively with line management, colleagues and customers.			
		4.5	Describe how working relationships could have an effect on productive working.			
		4.6	Describe how to apply principles of equality and diversity when communicating and working with others.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Moving, handling and storing resources in the workplace

Level: 2

Unit type: Mandatory in all pathways

Guided learning hours: 27

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

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Comply with given information when moving, handling and/or storing resources.	1.1	Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation.			
		1.2	Interpret the given information relating to the use and storage of lifting aids and equipment.			
		1.3	Describe the different types of technical, product and regulatory information, their source and how they are interpreted.			
		1.4	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.5	Describe how to obtain information relating to using and storing lifting aids and equipment.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making the reports.			
		2.4	State the appropriate types of fire extinguishers relevant to the work.			
		2.5	Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.			
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.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> lifting and handling aids container(s) fixing, holding and securing systems. 			
		4.3	Describe how the resources should be handled and how any problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.	5.1	Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Dispose of waste and packaging in accordance with legislation.			
		5.3	Maintain a clean work space when moving, handling or storing resources.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • sheet material • loose material • bagged or wrapped material • fragile material • tools and equipment • components • liquids. 			

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 when moving, handling and/or storing occupational resources.			
		7.4	Describe the needs of other occupations when moving, handling and/or storing resources.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Installing first fixing components in the workplace

Level: 2

Unit type: Optional in the following pathways:
Pathway 1: Site Carpentry
Pathway 9: Heritage Site Carpentry

Guided learning hours: 100

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

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant NVQ structure. Please refer to the NVQ structure applicable to the qualification and occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing 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 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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with installing first fixing components. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing first fixing components.	2.1	Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment, and personal belongings in relation to site, workplace, company, operative and vehicles.			
		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 first fixing components and describe how and when they are used.			
3	Maintain safe and healthy working practices when installing first fixing components.	3.1	Use health and safety control equipment safely and comply with methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing first fixing components.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with given information and relevant legislation when installing first fixing components in relation to at least three of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to installing first fixing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			
		3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
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: <ul style="list-style-type: none"> timber, timber based products, composite materials, metals, frames, linings, staircases, adhesives, sealants and fixings hand and power tools. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification including suitability, moisture and durability.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and 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	Maintain a clear and tidy 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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: <ul style="list-style-type: none"> types of productivity targets and time scales how times are estimated 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	<ul style="list-style-type: none"> Demonstrate the following work skills when installing first fixing components: <ul style="list-style-type: none"> measuring, marking out, fitting, finishing, positioning and securing. 			
		7.2	Use and maintain hand and power tools			
		7.3	<ul style="list-style-type: none"> Install at least three of the following to given working instructions: <ul style="list-style-type: none"> frames (door and/or window) linings (door and/or hatch) floor joist coverings (or flat roof decking) partitions (straight) staircases roof verge and eaves finishings 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • prepare and fix standard door and window frames, window boards, linings, flooring and decking, partitions full or partial height, plasterboard, staircases straight and with turns • form joints associated with first fixing • recognise and determine when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • identify and follow the installation quality requirements • work with, around and in close proximity to plant and machinery • use hand and power tools • work at height • use access equipment. 			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Installing second fixing components in the workplace

Level: 2

Unit type: Optional in the following pathways:
Pathway 1: Site Carpentry
Pathway 9: Heritage Site Carpentry

Guided learning hours: 117

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

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant NVQ structure. Please refer to the NVQ structure applicable to the qualification and occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing 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 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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with installing second fix components. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing second fixing components.	2.1	Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment, and personal belongings in relation to site, workplace, company, operative and vehicles.			
		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 and healthy working practices when installing second fixing components.	3.1	Use health and safety control equipment safely and comply with methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing second fixing components.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with given information and relevant legislation when installing second fixing components in relation to at least two of the following: <ul style="list-style-type: none"> • access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to installing second fixing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			
		3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
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: <ul style="list-style-type: none"> timber, timber based products, composite materials, timber boarding, plastics, metals, doors, mouldings, ironmongery, prefabricated units, adhesives, sealants and fixings hand and/or powered tools and equipment. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and 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	Maintain a clear and tidy 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 installing 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: <ul style="list-style-type: none"> types of productivity targets and time scales how times are estimated organisational procedures for reporting circumstances which will affect the work programme. 			
7	Comply with the given contract information to install second fixing components to the required specification.	7.1	Demonstrate the following work skills when installing second fixing components: <ul style="list-style-type: none"> measuring, marking out, fitting, finishing, positioning and securing 			
		7.2	Use and maintain hand and power tools			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.3 Install at least five of the following to given working instructions: <ul style="list-style-type: none"> • side hung doors • mouldings (architrave, skirting) • ironmongery • service encasement • prefabricated units or fitments • cladding or panelling • stair components (balustrades, handrails, spindles). 			
	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • prepare and fix internal and external side hung doors, fire resisting and non-fire resisting doors, door closers, ironmongery, architraves, skirting, dado rails, picture rails, internal and external cladding, service encasements, prefabricated units, stair components (balustrades, handrails, spindles) • form joints associated with second fixing • recognise and determine when specialist skills and knowledge are required and report accordingly 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • identify and follow the installation quality requirements • work with, around and in close proximity to plant and machinery • use hand and power tools • work at height • use access equipment. 			
		7.5 Describe the needs of other occupations and how to effectively communicate within a team when installing second fixing components.			
		7.6 Describe how to maintain the tools and equipment used when installing second fixing components.			
		7.7 Describe how to sharpen the hand tools used when installing second fix components.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Erecting structural carcassing components in the workplace

Level: 2

Unit type: Optional in the following pathways:
Pathway 1: Site Carpentry
Pathway 9: Heritage Site Carpentry

Guided learning hours: 107

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

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the NVQ structure. Please refer to the NVQ Structure applicable to the qualification and occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting 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 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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with erecting structural carcassing components. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when erecting structural carcassing components.	2.1	Describe their responsibilities under regarding potential accidents, health hazards and environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		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 and healthy working practices when erecting structural carcassing 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 with erecting structural carcassing components.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with given information and relevant legislation when erecting structural carcassing components for at least two of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials tools and equipment • specific risks to health. 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to erecting structural carcassing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			
		3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
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: <ul style="list-style-type: none"> timber, timber based products, composite materials, plastic mouldings, metals, trussed rafters, adhesives, sealants and fixings, hand and power tools. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to erect structural carcassing components.			
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	Maintain a clear and tidy work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when erecting 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: <ul style="list-style-type: none"> types of productivity targets and time scales how times are estimated organisational procedures for reporting circumstances which will affect the work programme. 			
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: <ul style="list-style-type: none"> measuring, marking out, fitting, finishing, positioning and securing. 			
		7.2	Use and maintain hand and power tools.			
		7.3	Erect one of the following to given working instructions: <ul style="list-style-type: none"> inclined roofs with gables load bearing partitions joists (ground, upper or flat roof), including coverings (flat roofs, decks or floors). 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • prepare and fix gable roof trussed rafters, cut roofs, ground, upper and flat roof joists, load bearing partitions • form joints associated with carcassing • recognise and determine when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • identify and follow the installation quality requirements • work with, around and in close proximity to plant and machinery • use hand and power tools • work at height • use access equipment. 			
	<p>7.5 Describe the needs of other occupations and how to effectively communicate within a team when erecting structural carcassing components.</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.6	Describe the methods of sharpening the hand tools used when erecting structural carcassing components.			
		7.7	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 7: Maintaining non-structural carpentry work in the workplace

Level: 2

Unit type: Optional in the following pathways:
Pathway 1: Site Carpentry
Pathway 6: Light Structural Timber Framing
Pathway 9: Heritage Site Carpentry

Guided learning hours: 87

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

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the NVQ structure. Please refer to the NVQ Structure applicable to the qualification and occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when 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 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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with maintaining non-structural carpentry work. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when maintaining non-structural carpentry work.	2.1	Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		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 carpentry work and describe how and when they are used.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when maintaining non-structural carpentry work.	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 carpentry work.			
		3.2	Demonstrate compliance with the given information and relevant legislation when maintaining non-structural carpentry work in relation to two of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to maintaining non-structural carpentry work, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
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: <ul style="list-style-type: none"> • timber, timber based products, composite materials, prefabricated components, ironmongery, metals, sash cord, adhesives, sealants • fittings and fixings • hand and power tools. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification including suitability, moisture and durability.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to maintain non-structural carpentry work.			
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	Maintain a clear and tidy 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.			

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 maintaining non-structural carpentry work.	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: <ul style="list-style-type: none"> • types of productivity targets and time scales • how times are estimated • organisational procedures for reporting circumstances which will affect the work programme. 			
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: <ul style="list-style-type: none"> • measuring, marking out, splicing, fitting, finishing, positioning and securing. 			
		7.2	Use and maintain hand and power tools.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.3 Repair and/or replace at least four of the following to given working instructions: <ul style="list-style-type: none"> • frames • mouldings • doors • windows (including replacement glazing) • door and/or window ironmongery • verge and/or eaves • sash cords. 			
		7.4 Prime the repair to the work to given working instructions.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date	
		<p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • splice and replace frames and linings • repair and replace doors and windows • repair and replace ironmongery • replace sash cords, lead weights and spring balances • replace architraves, skirtings, mouldings and rails • form joints associated with repairs • recognise and determine when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • identify and follow the installation quality requirements • use hand and power tools • work at height • use access equipment. 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.6 Describe the needs of other occupations and how to effectively communicate within a team when maintaining non-structural carpentry work.			
		7.7 Describe how to maintain the tools and equipment used when maintaining non-structural carpentry work.			
		7.8 Describe the methods of sharpening the hand tools used when maintaining non-structural carpentry work.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Installing fire resisting timber door assemblies and doorsets in the workplace

Level: 2

Unit type: Optional in the following pathways:
Pathway 1: Site Carpentry
Pathway 3: Shopfitting Site Work

Guided learning hours: 200

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing fire resisting timber door assemblies and doorsets in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the ConstructionSkills 'Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing fire resisting timber door assemblies and doorsets.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, fire performance documentation/certification and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements risk assessments, work instructions, fire performance documentation/certification, manufacturers' information, official guidance, current regulations governing buildings, Codes of Practice and guidance documents. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing fire resisting timber door assemblies and doorsets.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> 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 and healthy working practices when installing fire resisting timber door assemblies and doorsets.	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 fire resisting timber doorsets.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing fire resisting timber door assemblies and doorsets in relation to the following: <ul style="list-style-type: none"> • safe use of access equipment/working platforms • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to installing fire resisting timber doorsets, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to install fire resisting timber door assemblies and doorsets.	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: <ul style="list-style-type: none"> • manufacturer’s installation instructions • fire doors • fire door frames • fixings, ironmongery and furniture • intumescent seals and cold smoke seals • hand tools, portable power tools and equipment. 			
		4.3	Describe how to check that all the correct materials and components conform to the fire performance documentation/certificates.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Describe how the resources should be used correctly, how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install fire resisting timber door assemblies and doorsets.			
5	Minimise the risk of damage to the work and surrounding area when installing fire resisting timber door assemblies and doorsets.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clean work space.			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			

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 fire resisting timber door assemblies and doorsets.	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: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme. 			
7	Comply with the given contract information to install fire resisting timber door assemblies and doorsets to the required specification.	7.1	Demonstrate the following work skills when installing fire resisting timber doorsets: <ul style="list-style-type: none"> • measuring, marking out, drilling, fixing, sealing, cutting, fitting, finishing, positioning and securing. 			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Prepare and install fire resisting timber door assemblies and door sets to given working instructions and to specification.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • ensure compliance with fire performance documentation/certification • ensure no alterations have been carried out which may affect the fire certification of the door • ensure surrounding construction is to specification • check all component parts are undamaged • install doorframes to specification with defined fixings and seals • install intumescent protection into void, (wall and frame) as per specification • install door-leaves to specification with defined fixings and seals • install cold smoke seals according to specification • install intumescent seals to specification • confirm specified intumescent protection is fitted to ironmongery/furniture • fit specified ironmongery/furniture ensuring the use of a compliant fixing regime 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> recognise and determine when specialist skills and knowledge are required and report accordingly work with, around and in close proximity to plant and machinery use hand tools, portable power tools and equipment use access equipment. 			
		7.5 Describe the fire resisting requirements when installing fire resisting timber doorsets.			
		7.6 Describe the implications of incorrect installation.			
		7.7 Describe the needs of other occupations and how to communicate effectively within a team when installing fire resisting timber doorsets.			
		7.8 Describe how to maintain the tools and equipment used when installing fire resisting timber doorsets.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when 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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with setting up and using transportable cutting and shaping machines. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 regarding potential accidents health hazards and environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		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 setting up and using transportable cutting and shaping machines and describe how and when they are used.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when 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: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to 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: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
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: <ul style="list-style-type: none"> • accessories • attachments • hand and power tools. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification including suitability, moisture and durability.			
		4.4	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
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to process materials when setting up and using transportable cutting and shaping machines.			
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	Maintain a clear and tidy 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 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: <ul style="list-style-type: none"> • types of productivity targets and time scales • how times are estimated • 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: <ul style="list-style-type: none"> measuring, marking out, fitting, fixing, positioning, securing and operating. 			
		7.2	Use and maintain hand and power tools.			
		7.3	Set up and use at least three of the following powered cutting machines to given working instructions: <ul style="list-style-type: none"> saw (at least three from the following: circular, chop, mitre, bench or table, jig, reciprocating, oscillating) drill planer biscuit jointer disc cutter morticer. 			
		7.4	Set up and use at least two of the following powered shaping machines to given working instructions: <ul style="list-style-type: none"> thicknesser sander (orbital, belt, disc) router laminated trimmer planer 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • check powered transportable cutting and shaping machines (fuel and electric mains and battery) for serviceability • set up machines in preparation for use • check voltage requirements, safety cut offs and circuit breakers • check fuel, type, mix and additives • 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, sharpening and aligning • cut and shape materials to agreed tolerances • change accessories: drill bits, router bits, discs, planner blades, saw blades, tools, abrasives • use templates, profiles and jigs 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> recognise and determine when specialist skills and knowledge are required and report accordingly use hand and power tools work at height use access equipment. 			
		7.6 Describe the needs of other occupations and how to effectively communicate within a team when setting up and using transportable cutting and shaping machines.			
		7.7 Describe how to maintain the tools, accessories and 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: Marking out from setting out details for routine architectural joinery products in the workplace

Level: 2

Unit type: **Mandatory in the following pathway:
Pathway 2: Architectural Joinery**

**Optional in the following pathway:
Pathway 10: Heritage Architectural Joinery**

Guided learning hours: 80

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

This unit must be assessed in a work environment, in accordance with the Construction Skills 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, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when marking out from setting out details for routine architectural joinery products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, cutting lists, 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.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, cutting lists, method statements, risk assessments, manufacturers' information, component standards, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with marking out from setting out details for routine architectural joinery products. 			
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 regarding potential accidents, health hazards and environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		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
		2.4	Describe the types of fire extinguishers available when producing setting out details for routine architectural joinery products and describe how and when they are used.			
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 for at least two of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling 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 prevention, 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: <ul style="list-style-type: none"> • 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 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, marking and testing tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> timber, timber based products, composite materials, metal, ironmongery, adhesives and fixings marking and testing tools and equipment hand and power tools. 			
		4.3	Describe how to confirm that the resources and materials conform to specification including moisture and durability.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to mark out from setting out details for routine architectural joinery products.			
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	Maintain a clear and tidy 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 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: <ul style="list-style-type: none"> types of productivity targets and time scales how times are estimated 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 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: <ul style="list-style-type: none"> measuring, marking out and drawing. 			
		7.2	Use and maintain marking and testing tools, hand and power tools.			
		7.3	Mark out from setting out rods (template) routine architectural joinery products to given working instructions; for at least two of the following: <ul style="list-style-type: none"> doors windows with opening lights units and/or fitments (panelling or cladding) staircases. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • 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 and cladding, staircases • transfer and mark dimensions • proportion joints associated with the product and construction method • use marking and testing tools • requisition material • recognise and determine when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • identify and follow the quality requirements • work with, around and in close proximity to plant and machinery • use hand tools and power tools 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> work at height use access equipment. 			
		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 11: Manufacturing routine architectural joinery products in the workplace

Level: 2

Unit type: **Mandatory in the following pathways:**
Pathway 2: Architectural Joinery
Pathway 10: Heritage Architectural Joinery

Guided learning hours: 103

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

This unit must be assessed in a work environment, in accordance with the Construction Skills 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, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when manufacturing routine architectural joinery products.	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: <ul style="list-style-type: none"> drawings, specifications, schedules, cutting lists, method statements, risk assessments, manufacturers' information, component standards, oral and written instructions, sketches, electronic data, official guidance and current regulations and building regulations associated with manufacturing routine architectural joinery products. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when manufacturing routine architectural joinery products.	2.1	Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		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			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		architectural joinery products for at least two of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to manufacturing routine architectural joinery products, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			
		3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
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: <ul style="list-style-type: none"> • timber, timber based products, composite materials, pre-machined components, setting out rods, metal, fabric, metal and rubber rims, glass, ironmongery and adhesives, • fixings and fittings • hand and power tools 			
		4.3	Describe how to confirm that the resources and materials conform to the specification including suitability, moisture and durability			
		4.4	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
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and 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	Maintain a clear and tidy 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: <ul style="list-style-type: none"> types of productivity targets and time scales how time are estimated 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 architectural joinery products: <ul style="list-style-type: none"> measuring, marking out, fitting, finishing, positioning and securing. 			
		7.2	Use and maintain hand and power tools.			
		7.3	Fit and assemble to form routine manufactured architectural joinery products to given working instructions; for at least two of the following: <ul style="list-style-type: none"> doors windows with opening lights units and/or fitments panelling and cladding staircases. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • fit and assemble routine products • produce straight in plan and elevation: doors, windows with opening lights, units, fitments and panelling and cladding, staircases • check and work to marked dimensions • form joints associated with the product and construction method • recognise and determine when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • identify and follow the installation quality requirements • work with, around and in close proximity to plant and machinery • use hand tools, and power tools • work at height • use of access equipment. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.5	Describe the needs of other occupations and how to effectively communicate within a team when manufacturing routine architectural joinery products.			
		7.6	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 12: Producing setting out details for routine architectural joinery products in the workplace

Level: 2

Unit type: Optional in the following pathways:
Pathway 2: Architectural Joinery
Pathway 10: Heritage Architectural Joinery

Guided learning hours: 87

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

This unit must be assessed in a work environment, in accordance with the Construction Skills 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, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when producing setting out details for routine architectural joinery products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, cutting lists, 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: <ul style="list-style-type: none"> drawings, specifications, schedules, cutting lists, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current regulations associated with producing setting out details for routine architectural joinery products. 			

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 regarding potential accidents, health hazards and environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative and vehicles.			
		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 producing setting out details for routine architectural joinery products and describe how and when they are used.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when 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 <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to 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: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
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: <ul style="list-style-type: none"> • timber, metal, ironmongery, adhesives and fixings • marking and testing tools and equipment. 			
		4.3	Describe how to confirm that the resources and materials conform to specification including moisture and durability.			
		4.4	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
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and 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	Maintain a clear and tidy 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.			

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 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: <ul style="list-style-type: none"> • types of productivity targets and time scales • how times are estimated • 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: <ul style="list-style-type: none"> • measuring, marking out and drawing. 			
		7.2	Use and maintain hand and power tools.			
		7.3	Produce setting out details and cutting lists for routine architectural joinery products to given working instructions; for at least two of the following:			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • doors • windows with opening lights • units and/or fitments (panelling/cladding) • staircases. 			
	7.4	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • 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 and cladding, staircases • take and record dimensions • proportion joints associated with the product and construction method • use marking and testing tools • requisition material • recognise and determine when specialist skills and knowledge are required and report accordingly • identify and follow the quality requirements 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • work with, around and in close proximity to plant and machinery • use hand tools and power tools • work at height • use access equipment. 			
		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 marking and testing tools, hand and power tools 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 13: Installing shopfitting frames and finishings in the workplace

Level: 2

Unit type: Optional in Pathway 4: Shopfitting Site Work

Guided learning hours: 127

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

This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification and occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing 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 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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with installing shopfitting frames and finishings. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing shopfitting frames and finishings.	2.1	Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		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 shopfitting frames and finishings and describe how and when they are used.			
3	Maintain safe and healthy working practices when installing shopfitting frames and finishings.	3.1	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 installing shopfitting frames and finishings.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with give information and relevant legislation when installing shopfitting frames and finishings for two of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing shopfitting frames and finishings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			
		3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
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: <ul style="list-style-type: none"> timber, timber based products, composite materials, metals, plastics, fabrics, door frames, linings, doors, panelling and cladding, staircases, mouldings and trims, ironmongery, adhesives and sealants, fittings and fixings hand and power tools. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification including suitability, moisture and durability.			
		4.4	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
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to install shopfitting frames and finishings.			
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	Maintain a clear and tidy work space.			
		5.3	Dispose of waste in accordance with legislation.			
		5.5	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.6	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 installing shopfitting frames and finishings.	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: <ul style="list-style-type: none"> types of productivity targets and time scales how times are estimated organisational procedures for reporting circumstances which will affect the work programme. 			
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: <ul style="list-style-type: none"> measuring, marking out, fitting, finishing, positioning and securing. 			
		7.2	Use and maintain hand and power tools.			
		7.3	Install at least six of the following in timber, timber based products and/or composite materials and/or metal to given working instructions: <ul style="list-style-type: none"> door frames hung doors door sets mouldings or trims 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • ironmongery • service encasement • linings • panelling or cladding • partition walling • staircase finishings and balustrades • staircases • bulkheads and soffits • units and fitments • window frames. 			
		<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • prepare and fix timber and/or metal: door frames hung doors (fire resisting and non-fire resisting), door sets, ironmongery, trims, mouldings, panelling and cladding, service encasements, partition walling, staircase finishings and balustrades, staircases, baulkheads and soffits • form joints associated with shopfitting 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> recognise and determine when specialist skills and knowledge are required and report accordingly determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance identify and follow the installation quality requirements work with, around and in close proximity to plant and machinery use hand and power tools work at height use access equipment 			
		7.5 Describe the needs of other occupations and how to effectively communicate within a team when installing shopfitting frames and finishings.			
		7.6 Describe how to maintain the tools and equipment used when installing shopfitting frames and finishings.			
		7.7 Describe how to sharpen the hand tools used when installing shopfitting frames and finishes.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Installing shopfitting fitments in the workplace

Level: 2

Unit type: Optional in Pathway 3: Shopfitting Site Work

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 shopfitting fitments in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification and /occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing 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 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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with installing shopfitting fitments. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing shopfitting fitments.	2.1	Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		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 shopfitting fitments and describe how and when they are used.			
3	Maintain safe and healthy working practices when installing shopfitting fitments.	3.1	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 installing shopfitting fitments.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.2 Demonstrate compliance with given information and relevant legislation when installing shopfitting fitments for two of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing shopfitting fitments, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • 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 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: <ul style="list-style-type: none"> • timber, timber based products, composite materials, metals, plastics, fabrics, counters, display units, shelving units, fixed seating, adhesives and sealants • fittings and fixings • hand and power tools. 			
		4.3	Describe how to confirm that the resources and materials conform with the specification including suitability, moisture and durability.			
		4.4	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
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and 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	Maintain a clear and tidy 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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: <ul style="list-style-type: none"> types of productivity targets and time scales how times are estimated 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: <ul style="list-style-type: none"> measuring, marking out, fitting, finishing, positioning and securing. 			
		7.2	Use and maintain hand and power tools.			
		7.3	Install at least two of the following in timber based materials and/or composite materials and/or metal to given working instructions: <ul style="list-style-type: none"> counters display units shelving units fixed seating. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • prepare and fix timber, timber based products, composite materials and metal, counters, display units, shelving units and fixed seating. • form joints associated with shopfitting including but not limited to housings, dovetail dowel, cam and stud biscuit • recognise and determine when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • identify and follow the installation quality requirements • work with, around and in close proximity to plant and machinery • use hand and power tools • work at height • use access equipment. 			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 15: Installing shopfronts and finishings in the workplace

Level: 2

Unit type: Optional in Pathway 3: Shopfitting Site Work

Guided learning hours: 93

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

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification and /occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing 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 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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with installing shopfronts and finishings. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing shopfronts and finishings.	2.1	Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		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 shopfronts and finishings and describe how and when they are used.			
3	Maintain safe and healthy working practices when installing shopfronts and finishings.	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 shopfronts and finishings.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with given information and relevant legislation when installing shopfronts and finishings for at least two of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing shopfronts and finishings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • 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 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: <ul style="list-style-type: none"> • timber, timber based products, composite materials and metals, plastics, shopfront surrounds, stall risers, mouldings and trims, window beds, fascias, signs, adhesives and sealants • fittings and fixings • hand and power tools. 			
		4.3	Describe how to confirm that the resources and materials conform with the specification including suitability, moisture and durability.			
		4.4	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
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to install shopfronts and finishings.			
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	Maintain a clear and tidy 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of productivity targets and time scales how times are estimated organisational procedures for reporting circumstances which will affect the work programme. 			
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: <ul style="list-style-type: none"> measuring, marking out, fitting, finishing, positioning and securing. 			
		7.2	Use and maintain hand and power tools.			
		7.3	Install at least three of the following in timber and/or timber based products and/or composite materials and/or metal to given working instructions: <ul style="list-style-type: none"> shopfront surrounds stall risers mouldings or trims window beds 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • fascias • specialist treatment and finishing • blind box. 			
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • prepare and fix timber, timber based products, composite materials and metal shopfront surrounds, stall risers, mouldings and trims, window beds, fascias, blind boxes and signs. • form joints associated with shopfitting • treat and finish timber, timber based products, composite materials and metal • recognise and determine when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • identify and follow the installation quality requirements • work with, around and in close proximity to plant and machinery 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • use hand and power tools • work at height • use access equipment. 			
		7.5 Describe the needs of other occupations and how to effectively communicate within a team when installing shopfronts and finishings.			
		7.6 Describe how to maintain the tools and equipment used when installing shopfronts and finishings.			
		7.7 Describe how to sharpen the hand tools used when installing shopfronts and finishings.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 16: Marking out from setting out details for routine shopfitting products in the workplace

Level: 2

Unit type: Mandatory in Pathway 4: Shopfitting Bench Work

Guided learning hours: 80

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

This unit must be assessed in a work environment, in accordance with the Construction Skills 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, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when marking out from setting out details for routine shopfitting products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, cutting lists, 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: <ul style="list-style-type: none"> drawings, specifications, schedules, cutting lists, method statements, risk assessments, manufacturers' information, component standards, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with marking out from setting out details for routine products. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 regarding potential accidents, health hazards and environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		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 producing setting out details for routine shopfitting products and describe how and when they are used.			
3	Maintain safe and healthy working practices when marking out from setting out details for routine shopfitting 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 shopfitting products.			
		3.2	Demonstrate compliance with given information and relevant legislation when marking out from setting out			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>details for routine shopfitting products for at least two of the following:</p> <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		<p>3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, 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:</p> <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			
		<p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.</p>			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to mark out from setting out details for routine shopfitting products.	4.1	Select resources associated with own work in relation to materials, components, fixings, marking and testing tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • timber, timber based products, composite materials, metal, ironmongery, adhesives and fixings • marking and testing tools and equipment • hand and power tools. 			
		4.3	Describe how to confirm that the resources and materials conform to specification including moisture and durability.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and method of work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to mark out from setting out details for routine shopfitting products.			
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	Maintain a clear and tidy 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 marking out from setting out details for routine shopfitting 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: <ul style="list-style-type: none"> types of productivity targets and time scales how times are estimated 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 shopfitting products to the required specification.	7.1	Demonstrate the following work skills when marking out from setting out details for routine shopfitting products: <ul style="list-style-type: none"> measuring, marking out and drawing. 			
		7.2	Use and maintain marking and testing tools, hand and power tools.			
		7.3	Mark out from setting out rods (template) routine shopfitting products (timber and/or timber based products and/or composite materials, metal) to given working instructions, for at least two of the following: <ul style="list-style-type: none"> doors frames and linings shopfront sashes including associated elements 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> panelling or cladding units and fitments. 			
	7.4	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> 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 and cladding, staircases transfer and mark dimensions proportion joints associated with the product and construction method use marking and testing tools requisition material recognise and determine when specialist skills and knowledge are required and report accordingly determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance identify and follow the quality requirements 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> work with, around and in close proximity to plant and machinery use hand tools and power tools work at height use access equipment. 			
		7.5 Describe the needs of other occupations and how to communicate within a team when marking out from setting out details for routine shopfitting products.			
		7.6 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 17: Manufacturing routine shopfitting products in the workplace

Level: 2

Unit type: Mandatory in Pathway 5: Shopfitting Bench Work

Guided learning hours: 103

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

This unit must be assessed in a work environment, in accordance with the Construction Skills 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, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when manufacturing routine shopfitting products.	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: <ul style="list-style-type: none"> drawings, specifications, schedules, cutting lists, method statements, risk assessments, manufacturers' information, component standards, oral and written instructions, sketches, electronic data, official guidance and current regulations and building regulations associated with manufacturing routine shopfitting products. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when manufacturing routine shopfitting products.	2.1	Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		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 shopfitting products and describe how and when they are used.			
3	Maintain safe and healthy working practices when manufacturing routine shopfitting 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 shopfitting products.			
		3.2	Demonstrate compliance with given information and relevant legislation when manufacturing routine shopfitting products for at least two of the following:			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
	3.3	<p>Explain why and when health and safety control equipment, identified by the principles of prevention, 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:</p> <ul style="list-style-type: none"> • 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 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: <ul style="list-style-type: none"> timber, timber based products, composite materials, pre-machined components, setting out rods, metal, fabric, metal and rubber rims, glass, ironmongery and adhesives fixings and fittings hand and power tools. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification including suitability, moisture and durability			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and 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	Maintain a clear and tidy 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 shopfitting 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: <ul style="list-style-type: none"> types of productivity targets and time scales how time are estimated 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: <ul style="list-style-type: none"> measuring, marking out, fitting, finishing, positioning and securing. 			
		7.2	Use and maintain hand and power tools.			
		7.3	Fit and assemble to form routine manufactured shopfitting products (timber, timber based products and/or composite materials and/or metal) to given working instructions: for at least two of the following: <ul style="list-style-type: none"> doors frames and linings shopfront sashes 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • panelling and cladding • units and fitments. 			
	<p>7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • fit and assemble routine products • produce straight in plan and elevation: doors, windows with opening lights, units, fitments and panelling and cladding, staircases • check and work to marked dimensions • form joints associated with the product and construction method • recognise and determine when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • identify and follow the installation quality requirements • work with, around and in close proximity to plant and machinery • use hand and power tools 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> work at height use of access equipment. 			
	7.5	Describe the needs of other occupations and how to effectively communicate within a team when manufacturing routine shopfitting products.			
	7.6	Describe how to maintain the tools and equipment used when manufacturing routine shopfitting products.			
	7.7	Describe how to sharpen the hand tools used when manufacturing routine shopfitting products.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 18: Producing setting out details for routine shopfitting products in the workplace

Level: 2

Unit type: Optional in Pathway 4: Shopfitting Bench Work

Guided learning hours: 87

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 shopfitting products in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when producing setting out details for routine shopfitting products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, cutting lists 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: <ul style="list-style-type: none"> drawings, specifications, schedules, cutting lists, method statements, risk assessments, manufacturers' information, component standards, oral and written instructions, sketches, electronic data, official guidance and current regulations associated with producing setting out details for routine shopfitting products. 			

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 shopfitting products.	2.1	Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		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 producing setting out details for routine shopfitting products and describe how and when they are used.			
3	Maintain safe and healthy working practices when producing setting out details for routine shopfitting 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 shopfitting products.			
		3.2	Demonstrate compliance with given information and relevant legislation when producing setting out details for routine shopfitting products in relation to			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		<p>3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to producing 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:</p> <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			
		<p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.</p>			
		<p>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.</p>			

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: <ul style="list-style-type: none"> • timber, metal, ironmongery, adhesives and fixings • marking and testing tools and equipment. 			
		4.3	Describe how to confirm that the resources and materials conform to specification including moisture and durability.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to produce 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 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	Maintain a clear and tidy 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 shopfitting 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: <ul style="list-style-type: none"> • types of productivity targets and time scales • how times are estimated • 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: <ul style="list-style-type: none"> • measuring, marking out and drawing. 			
		7.2	Use and maintain hand and power tools.			
		7.3	Produce setting out details and cutting lists for routine shopfitting products (timber and/or timber based products and/or composite materials, and/or metal) to given working instructions; for two of the following: <ul style="list-style-type: none"> • doors • frames and linings • shopfront sashes including associated elements • panelling or cladding • units and fitments. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • set out and produce cutting lists for routine shopfitting products • produce straight in plan and elevation: doors, frames (glazed and non-glazed), windows with opening lights, linings, units, fitments and panelling and cladding, staircases • take and record dimensions • proportion joints associated with the product and construction method • use marking and testing tools • requisition material • recognise and determine when specialist skills and knowledge are required and report accordingly • identify and follow the quality requirements • work with, around and in close proximity to plant and machinery • use hand tools and power tools • work at height • use access equipment. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.5	Describe the needs of other occupations and how to effectively communicate within a team when producing setting out details for routine shopfitting products.			
		7.6	Describe how to maintain marking and testing tools, hand and power tools 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)

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when setting out structural timber framework.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, cutting lists, 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.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, cutting lists and information relating to historical timber framing and post and beam construction, official guidance and current building regulations associated with setting out structural timber framework. 			
2	Know how to comply with relevant legislation and official guidance when setting out structural timber framework.	2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative and vehicles.			
		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
		2.4	Describe the types of fire extinguishers available when setting out structural timber framework and describe how and when they are used.			
3	Maintain safe and healthy working practices when setting out structural timber framework.	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 out structural timber framework.			
		3.2	Demonstrate compliance with given information and relevant legislation when setting out structural timber framework for at least two of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling 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 prevention, should be used, relating to setting out structural timber framework, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • 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 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 structural 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: <ul style="list-style-type: none"> • timber, timber based products and composite materials • pegs and metal fixings • marking, testing and levelling tools and equipment • fittings and fixings • hand and power tools. 			
		4.3	Describe how to confirm that the resources and materials conform with the specification including suitability, moisture and durability.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to set out structural timber framework.			
5	Minimise the risk of damage to the work and surrounding area when setting out structural timber framework.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when setting out structural timber framework.	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: <ul style="list-style-type: none"> types of productivity targets and time scales how times are estimated organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to set out structural timber framework to the required specification.	7.1	Demonstrate the following work skills when setting out structural timber framework: <ul style="list-style-type: none"> measuring, marking out, levelling and squaring. 			
		7.2	Use and maintain marking, levelling and testing tools, hand and power tools.			
		7.3	Measure, set out and mark out to given working instructions: <ul style="list-style-type: none"> timber wall and floor components (structural and non-structural) timber pitched roof components. 			
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • 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 • 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 • recognise and determine when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • identify and follow the installation quality requirements • work with, around and in close proximity to plant and machinery • use hand and power tools • work at height • use access equipment. 			
		7.5 Describe the needs of other occupations and how to effectively communicate within a team when setting out structural timber framework.			
		7.6 Describe how to maintain the tools and equipment used when setting out structural timber framework.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 20

Fabricating structural timber framework in the workplace

Level:

2

Unit type:

**Mandatory in the following pathways:
Pathway 5: Structural Post and Beam Carpentry
Pathway 11: Heritage Structural**

Guided learning hours: 113

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

This unit must be assessed in a work environment, in accordance with the Construction Skills 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, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when fabricating structural timber framework.	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.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, oral and written instructions, sketches, electronic data, cutting lists and manufacturers' information relating to historical timber framing and post and beam construction, official guidance and current building regulations associated with fabricating structural timber framework. 			
2	Know how to comply with relevant legislation and official guidance when fabricating structural timber framework.	2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		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
		2.4	Describe the types of fire extinguishers available when fabricating structural timber framework and describe how and when they are used.			
3	Maintain safe and healthy working practices when fabricating structural timber framework.	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 fabricating structural timber framework.			
		3.2	Demonstrate compliance with given information and relevant legislation when fabricating structural timber framework for at least two of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling 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 prevention, should be used, relating to fabricating structural timber framework, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • 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 fabricate structural 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: <ul style="list-style-type: none"> • timber, timber based products, composite materials • pegs • marking and levelling tools and equipment • hand and power tools. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification including suitability, moisture and durability.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to fabricate structural timber framework.			
5	Minimise the risk of damage to the work and surrounding area when fabricating structural timber framework.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy 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 fabricating structural 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: <ul style="list-style-type: none"> types of productivity targets and time scales how times are estimated organisational procedures for reporting circumstances which will affect the work programme. 			
7	Comply with the given contract information to fabricate structural timber framework to the required specification.	7.1	Demonstrate the following work skills when fabricating structural timber framework: <ul style="list-style-type: none"> measuring, marking out, jointing, fitting, marking, finishing, positioning and securing. 			
		7.2	Use and maintain hand and power tools.			
		7.3	Fabricate, assemble and carpenter mark components to given working instructions for: <ul style="list-style-type: none"> timber wall and floor components (structural and/or non-structural) timber pitched roof components. 			
		7.4	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • cut, shape, fit and assemble components to fabricate structural and/ 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 • 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. • store components ready for transportation and use • work with lifting and hoisting equipment (an awareness of the necessity for user and equipment certification) 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • recognise and determine when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • identify and follow the installation quality requirements • work with, around and in close proximity to plant and machinery • use hand and power tools, and machines • work at height • use access equipment. 			
		7.5 Describe the needs of other occupations and how to effectively communicate within a team when fabricating structural timber framework.			
		7.6 Describe how to maintain the tools and equipment used when fabricating structural timber framework.			
		7.7 Describe how to sharpen the hand tools used when fabricating structural timber framework.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 21: Assembling and erecting heavy timber framework – post and beam in the workplace

Level: 2

Unit type: **Mandatory in the following pathways:**
Pathway 5: structural Post and Beam Carpentry
Pathway 11: Heritage Structural Post and Beam Carpentry

Guided learning hours: 117

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

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when assembling and erecting heavy timber framework (post and beam).	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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with the assembly and erection of heavy timber framework (post and beam). 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 regarding potential accidents, health hazards and environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		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 assembling and erecting heavy timber frame framework (post and beam) and describe how and when they are used.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when assembling and erecting heavy timber framework (post and beam).	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 assembling and erecting heavy timber framework (post and beam).			
		3.2	Demonstrate compliance with given information and relevant legislation when erecting heavy timber framework (post and beam) for at least two of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to 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: <ul style="list-style-type: none"> • 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 assemble and erect heavy timber framework (post and beam).	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: <ul style="list-style-type: none"> • timber, pre-fabricated components • pegs, glues and resin products • mechanical lifting equipment, appliances and accessories • fittings and fixings • hand and power tools 			
		4.3	Describe how to confirm that the resources and materials conform to the specification including suitability, moisture and durability.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and 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	Maintain a clear and tidy 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.			

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: <ul style="list-style-type: none"> types of productivity targets and time scales how times are estimated 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): <ul style="list-style-type: none"> measuring, marking out, levelling, plumbing, aligning, cutting, fitting, fixing, finishing, positioning and securing. 			
		7.2	Use and maintain hand and power tools.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.3 Prepare, assemble and erect heavy timber framework to given working instructions for: <ul style="list-style-type: none"> • walls (structural and/or non-structural) • floors • roofs. 			
	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • 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 non-structural frameworks 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • assemble heavy timber framework walls, (structural and non-structural), floors and roofs (trusses, purlins, hips, valleys) • erect heavy timber framework walls, (structural and non-structural), floors and roofs • peg assemblies • work with lifting and hoisting equipment • counter the effects of inclement and adverse weather • finish surfaces (sand blasting, pest control, oiling and end sealing) • recognise and determine when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • identify and follow the installation quality requirements • work with, around and in close proximity to plant and machinery • use hand and power tools. • work at height • use access equipment. 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.5 Describe the needs of other occupations and how to effectively communicate within a team when assembling and erecting heavy timber framework (post and beam).			
		7.6 Describe how to maintain the tools and equipment used when assembling and erecting heavy timber framework (post and beam).			
		7.7 Describe how to sharpen the hand tools 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 22: Installing frames and linings in the workplace

Level: 1

Unit type: **Mandatory in Pathway 6: Light Structural Timber Framing**

Guided learning hours: 73

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

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

This unit must be assessed against the endorsements detailed within the relevant NVQ structure. Please refer to the NVQ structure applicable to the qualification and occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing frames and linings.	1.1	Interpret and extract relevant information from drawings, specifications, schedules method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' and suppliers' information, oral and written instructions, sketches, electronic data, official guidance and current building associated with installing frames and linings. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing frames and linings.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		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 frames and linings and describe how and when they are used.			
3	Maintain safe and healthy working practices when installing frames and linings.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing frames and linings.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with given information and relevant legislation when installing frames and linings in relation to at least two of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to installing frames and linings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			
		3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
		3.6	Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with installing frames and linings as relevant to the operations.			
4	Select the required quantity and quality of resources for the methods of work to install frames and linings.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • timber, timber based products, composite materials, frames, window boards, linings, adhesives, sealants • fittings and fixings • hand and power tools. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to install frames and linings.			
5	Minimise the risk of damage to the work and surrounding area when installing frames and linings.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy 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 installing frames and linings.	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of productivity targets and time scales how times are estimated organisational procedures for reporting circumstances which will affect the work programme. 			
7	Comply with the given contract information to install frames and linings to the required specification.	7.1	Demonstrate the following work skills when installing frames and linings: <ul style="list-style-type: none"> measuring, marking out, fitting, finishing, positioning and securing. 			
		7.2	Use and maintain hand and power tools.			
		7.3	Install the following to given working instructions: <ul style="list-style-type: none"> frames (door and/or window) linings (door and/or hatch). 			
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • prepare and fix standard door and window frames, window boards, linings • form joints associated with first fixing • recognise and determine when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • identify and follow the installation quality requirements • work with, around and in close proximity to plant and machinery • use hand and power tools • work at height • use access equipment. 			
		7.5 Describe the needs of other occupations and how to communicate effectively within a team when installing frames and linings.			
		7.6 Describe how to maintain the tools and equipment used when installing frames and linings.			
		7.7 Describe how to sharpen the hand tools used when installing frames and linings.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 23: Installing internal mouldings in the workplace

Level: 1

Unit type: Mandatory in Pathway 7: Light Structural Timber Framing

Guided learning hours: 80

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

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

This unit must be assessed against the endorsements detailed within the relevant NVQ structure. Please refer to the NVQ structure applicable to the qualification and occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing internal mouldings.	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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statement, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with installing internal mouldings. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing internal mouldings.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		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 internal mouldings and describe how and when they are used.			
3	Maintain safe and healthy working practices when installing internal mouldings.	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 internal mouldings.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with given information and relevant legislation when installing internal mouldings in relation to at least two of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to installing internal mouldings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			
		3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
		36	Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with installing internal mouldings as relevant to the operations.			
4	Select the required quantity and quality of resources for the methods of work to install internal mouldings.	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: <ul style="list-style-type: none"> • architrave, skirting, rails and fixings • hand and power tools. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to install internal mouldings.			
5	Minimise the risk of damage to the work and surrounding area when installing internal mouldings.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy 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	6.1	Demonstrate completion of the work within the allocated time.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	time when installing internal mouldings.	6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of productivity targets and time scales • how times are estimated • organisational procedures for reporting circumstances which will affect the work programme. 			
7	Comply with the given contract information to installing internal mouldings to the required specification.	7.1	Demonstrate the following work skills when installing internal mouldings: <ul style="list-style-type: none"> • measuring, marking out, fitting, finishing, positioning and securing 			
		7.2	Use and maintain hand and power tools.			
		7.3	Install two of the following requiring scribes and mitres to given working instructions: <ul style="list-style-type: none"> • architrave • skirting • mouldings. 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • prepare and fix: architraves, skirting, dado rails, picture rails, mouldings, mitre and scribe, scribe to irregular surfaces, return mouldings across width and thickness • recognise and determine when specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • identify and follow the installation quality requirements • use hand and power tools • work at height • use access equipment. 			
		7.5 Describe the needs of other occupations and how to communicate effectively within a team when installing internal mouldings.			
		7.6 Describe how to maintain the tools and equipment used when installing internal mouldings.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.7	Describe how to sharpen the hand tools used when installing internal mouldings.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 24: Confirming the occupational method of work in the workplace

Level: 3

Unit type: Mandatory in Pathway 6: Light Structural Timber Framing

Guided learning hours: 47

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

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	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: <ul style="list-style-type: none"> • required quantities • specifications • detailed drawings • health and safety requirements • timescales • scope of works. 			
		1.3	Explain the different methods of assessing available project data.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	<p>Explain how to use project data to interpret the work method, in relation to:</p> <ul style="list-style-type: none"> • standard work procedures • sequence of work • organisation of resources (people, equipment, materials) • work techniques • working conditions (health, safety and welfare) • risk assessment. 			
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	<p>Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient:</p> <ul style="list-style-type: none"> • customers or representatives • suppliers • regulatory authorities • manufacturer's literature. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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.			
		3.3	<p>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:</p> <ul style="list-style-type: none"> • 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. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	<p>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:</p> <ul style="list-style-type: none"> • 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.			
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 25: Erecting timber walls and floors in the workplace

Level: 2

Unit type: Mandatory in Pathway 7: Timber Frame Erection

Guided learning hours: 150

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

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting timber walls and floors	1.1	Interpret and extract relevant information from drawings, specifications, schedules, digital information, 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: <ul style="list-style-type: none"> drawings, specifications, schedules, digital information and 3D modelling, method statements, risk assessments, manufacturers' information, official guidance and current regulations governing buildings associated with erecting timber walls and floors. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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: <ul style="list-style-type: none"> in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
		2.4	Describe the types of fire extinguishers available when erecting timber walls and floors and describe how and when they are used.			
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.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with given information and relevant legislation when erecting timber walls and floors in relation to: <ul style="list-style-type: none"> • safe use of access equipment and/or working platforms • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to erecting timber walls and floors, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • local exhaust ventilation (LEV) • personal protective equipment (PPE) • respiratory protective equipment (RPE). 			
		3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
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: <ul style="list-style-type: none"> timber and timber based materials, sheet materials, wall and floor panels, timber and metal columns and beams, damp-proof courses, damp-proof membranes, breather membranes, fire stops, cavity barriers and vapour control layers, preservatives, adhesives, sealants, fittings, fixings and associated ancillary items hand tools, portable power tools and equipment. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to erect timber walls and floors.			
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	Maintain a clear and tidy work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when erecting 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: <ul style="list-style-type: none"> types of productivity targets and time scales how times are estimated organisational procedures for reporting circumstances which will affect the work programme. 			
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: <ul style="list-style-type: none"> measuring, marking out, fitting, aligning, positioning and securing. 			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Erect and/or install the following to given working instructions: <ul style="list-style-type: none"> sole plates timber frame walls and floors (structural and non-structural). incorporated structural columns and beams. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • extract and transfer data from drawings for the erection of timber walls and floors • provide information for Building Information Modelling (BIM) • identify wall and floor components • line, level and fix sole plates, including damp-proof courses, damp- proof membranes and interaction criteria • erect and install both manually and with mechanical lifting equipment: wall and floor panels (structural and non-structural), loose joist and decking, incorporated structural columns and beams (timber and steel) • erect and install temporary propping, bracing and protection measures • form joints associated with timber frame construction • form openings • install fire stops, cavity barriers, breather membranes and vapour control layers 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • install floating floors • install insulation to achieve the specified energy and carbon performance • avoid thermal bridging, bypassing and condensation • apply the principles of airtightness and ventilation • install disproportionate collapse components • identify differential movement and settlement • identify transfer of line and load point positions in load bearing walls and floors including temporary load points • identify and follow the installation quality requirements • work with, around and in close proximity to plant and machinery • work with plant and machinery to lift and transfer loads • direct and guide the operations and movement of plant and machinery • unload and store wall and floor components • recognise and determine when specialist skills and knowledge are required and report accordingly 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • use hand tools, portable power tools and equipment • work at height • use access equipment • economise use of water, report leaks and turn taps off • recycle materials and minimise waste. 			
		7.5 Describe the needs of other occupations and how to communicate effectively within a team when erecting timber walls and floors.			
		7.6 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 26: Erecting timber roof structures in the workplace

Level: 2

Unit type: **Mandatory in the following pathways:**
Pathway 7: Timber Frame Erection
Pathway 12: Pre-assembled Roof Structure Installer

Guided learning hours: 110

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

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting timber roof structures.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, digital information, 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: <ul style="list-style-type: none"> drawings, specifications, schedules, digital information and 3D modelling, method statements, risk assessments, manufacturers' information, official guidance and current regulations governing buildings associated with erecting timber frame roof structures. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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: <ul style="list-style-type: none"> in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
		2.4	Describe the types of fire extinguishers available when erecting timber roof structures and describe how and when they are used.			
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.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with given information and relevant legislation when erecting timber roof structures in relation to: <ul style="list-style-type: none"> • safe use of access equipment and/or working platforms • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to erecting timber roof structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • local exhaust ventilation (LEV) • personal protective equipment (PPE) • respiratory protective equipment (RPE). 			
		3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
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: <ul style="list-style-type: none"> timber, metal and timber based materials, sheet materials, trussed rafters, fire stops, vapour control layers, insulation, preservatives, adhesives, sealants, fittings, fixings and associated ancillary items hand tools, portable power tools and equipment. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to erect timber roof structures.			
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	Maintain a clear and tidy work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when erecting timber roof structures.	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: <ul style="list-style-type: none"> • types of productivity targets and time scales • how times are estimated • organisational procedures for reporting circumstances which will affect the work programme. 			
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: <ul style="list-style-type: none"> • measuring, marking out, fitting, aligning, finishing, positioning and securing. 			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Construct, erect and/or install roof structures to given working instructions relating to the following: <ul style="list-style-type: none"> • in-situ roofs (manually and/or mechanically handled) • pre-assembled roof structures (mechanically handled). 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • extract and transfer data from drawings for the erection of timber roof structures • provide information for Building Information Modelling (BIM) • identify roof components • construct in-situ, and install flat and pitched roof structures • erect and install (manually and/or mechanically handled) 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 to achieve the specified energy and carbon performance • avoid thermal bridging, bypassing and condensation • apply the principles of airtightness and ventilation 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • erect and install temporary propping, bracing and protection measures • install permanent roof bracing by lateral restraint and holding down methods • 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 • identify and follow the installation quality requirements • work with, around and in close proximity to plant and machinery • direct and guide the operations and movement of plant and machinery • use hand tools, portable power tools and equipment • work at height • use access equipment 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • economise use of water, report leaks and turn taps off • recycle materials and minimise waste. 			
		7.5 Describe the needs of other occupations and how to communicate effectively within a team when erecting timber roof structures.			
		7.6 Describe how to maintain the hand tools, portable power tools and ancillary equipment used when erecting timber roof structures.			

Learner name: _____

Learner signature: _____

Assessor signature: _____

Internal verifier signature: _____

(if sampled)

Date: _____

Date: _____

Date: _____

Unit 27: Slinging and hand signalling the movement of suspended loads in the workplace

Level: 2

Unit type: Additional unit in the following pathway:
Pathway 7: Timber Frame Erection
Optional unit in the following pathway:
Pathway 12: Pre-Assembled Roof Structure Installer

Guided learning hours: 43

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

This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the 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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, lift plans, work instructions, manufacturers' information, approved procedures and Codes of Practice. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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.			
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: <ul style="list-style-type: none"> 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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: <ul style="list-style-type: none"> • 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. 			
		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: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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: <ul style="list-style-type: none"> • 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme. 			
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: <ul style="list-style-type: none"> 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.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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: <ul style="list-style-type: none"> • balanced • unbalanced • loose • bundled • container • drum • a load where the machine operator cannot observe its full movement path. 			
	8.5 Guide, move and place suspended loads to specified destinations, using hand signals, to given working instructions for three of the following: <ul style="list-style-type: none"> • balanced • unbalanced • loose • bundled • container • drum 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> a load where the machine operator cannot observe its full movement path. 			
		<p>8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> 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 			
		<p>8.7 Lift and transfer people:</p> <ul style="list-style-type: none"> sling balanced, unbalanced, loose, live, bundled, container drum loads and loads that are blind to the equipment operator 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> 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 			
		<p>8.8 Select, handle, inspect and use (assemble, set up and adjust) lifting accessories and aids:</p> <ul style="list-style-type: none"> 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) 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • 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 28: Installing sheeting and cladding systems on roofs and walls in the workplace

Level: 2

Unit type: Optional in Pathway 8: Timber Decks and Cladding

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 sheeting and cladding systems on roofs and walls in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the RoC applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing sheeting and cladding systems on roofs and walls.	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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written procedures, site inductions, current regulations governing buildings and official guidance associated with the installation of sheeting and cladding systems. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing sheeting and cladding systems on roofs and walls.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials, by manual handling and mechanical lifting and with mechanical access equipment. 			
		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 report.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when installing sheeting and cladding systems on roofs and walls.	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 sheeting and cladding systems on roofs and walls.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing sheeting and cladding systems on roofs and walls in relation to the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing sheeting and cladding systems on roofs and walls, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE). 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, falls, rescue procedures and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to install sheeting and cladding systems on roofs and walls.	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: <ul style="list-style-type: none"> • fixings, fasteners, flashings, fittings, halters, spacer systems and clips, • insulation, vapour control, separation and breather membranes • sealants and fillers • metal and translucent sheets, built up, standing seam, secret fix, composite panels, decking panels and fibre cement systems • hand tools, portable power tools and equipment. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 the methods of calculating quantity, length, area and wastage associated with the method and procedure to install sheeting and cladding systems on roofs and walls.			
5	Minimise the risk of damage to the work and surrounding area when installing sheeting and cladding systems on roofs and walls.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Prevent 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.			

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 sheeting and cladding systems on roofs and walls.	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: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme. 			
7	Comply with the given contract information to install sheeting and cladding systems on roofs and walls to the required specification.	7.1	Demonstrate the following work skills when installing sheeting and cladding systems on roofs and walls: <ul style="list-style-type: none"> • measuring, setting out, adjusting, aligning, levelling plumb, fitting, fixing and finishing. 			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.3 Install sheeting and cladding materials to roofs and walls, to include flashings, openings, vents, up-stands, protrusions and penetrations to given working instructions for one of the following systems:</p> <ul style="list-style-type: none"> • built-up • standing seam • secret fix • composite panel • fibre-cement. 			
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify installation quality requirements • conform to agreed specifications • conform to manufacturers' installation criteria • identify, recognise and work to gridlines and datum marks • position and secure fixings, halters, spacers, clips, fittings and sheets • deal with damaged and incorrect sheeting, cladding materials and resources 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • install built up, standing seam, secret fix, composite panels and fibre cement systems • install decking and structural panels • maintain the integrity of surfaces, backgrounds, sheets and panels • position and secure vents • install insulation • measure, cut, fit, shape and fix flashing materials • install translucent sheets, condensation and vapour control materials • form and shape components for openings, vents, up-stands, protrusions and penetrations • ensure the integrity of joints, overlaps and interface details • apply sealants and install fillers to ensure water and airtight seals • check quality and suitability of work on completion and at the end of each working period • recognise and determine when additional specialist skills and knowledge are required and report accordingly • work from mobile elevating work platforms 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • work with, around and in close proximity to plant and machinery • use hand tools, portable power tools and equipment • work at height • use access equipment. 			
		7.5 Describe the needs of other occupations and how to effectively communicate within a team when installing sheeting and cladding systems on roofs and walls.			
		7.6 Describe how and when to maintain the tools and equipment used when installing sheeting and cladding systems on roofs and walls.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 29: Installing low level timber decks in the workplace

Level: 2

Unit type: Optional in Pathway 8: Timber Decks and Cladding

Guided learning hours: 107

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

This unit must be assessed in a work environment, in accordance with the Construction Skills 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, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing 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	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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with low level timber decks. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing low level timber decks.	2.1	Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment, personal belongings and vehicles 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 low level timber decks and describe how and when they are used.			
3	Maintain safe and healthy working practices when installing low level timber decks.	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 low level timber decks.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing low level timber decks for two of the following:			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
	3.3	<p>Explain why and when health and safety control equipment, identified by the principles of prevention, 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:</p> <ul style="list-style-type: none"> • 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 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: <ul style="list-style-type: none"> • treated timber • mortar and other chemical fixing agents • fittings and fixing • hand and power tools. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification including suitability, moisture and durability			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and 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	Maintain a clear and tidy 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 installing low level timber decks.	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: <ul style="list-style-type: none"> • types of productivity targets and time scales • how times are estimated • 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: <ul style="list-style-type: none"> • measuring, marking out, cutting, fitting, levelling, plumbing, finishing, positioning and securing. 			
		7.2	Use and maintain hand and power tools.			
		7.3	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
		7.4 Incorporate at least five of the following when installing low level timber decks, walkways or boardwalks: <ul style="list-style-type: none"> • embedded column footings • raised column footings • wall plates • blocking • bracing • parapets or balustrades • stairs • ramps. 			
		7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • 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) 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • 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 • 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 • recognise and determine when specialist skills and knowledge are required and report accordingly • identify and follow the installation quality requirements 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • work with, around and in close proximity to plant and machinery • use hand and power tools • work at height • use access equipment. 			
		7.6 Describe the needs of other occupations and how to effectively communicate within a team when installing low level timber decks.			
		7.7 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 30: Installing elevated timber decks in the workplace

Level: 2

Unit type: Optional in Pathway 8: Timber Decks and Cladding

Guided learning hours: 123

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

This unit must be assessed in a work environment, in accordance with the Construction Skills 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, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing 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	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: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written instructions, sketches, electronic data, official guidance and current building regulations associated with installing elevated timber decks. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing elevated timber decks.	2.1	Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials 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, operative and vehicles.			
		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 elevated timber decks and describe how and when they are used.			
3	Maintain safe and healthy working practices when installing elevated timber decks.	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 elevated timber decks.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with the given information and relevant legislation when installing elevated timber decks for at least two of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to install elevated timber decks, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			
		3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			
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: <ul style="list-style-type: none"> • treated timber • mortar and other chemical fixing agents • fittings and fixings • hand and power tools 			
		4.3	Describe how to confirm that the resources and materials conform to the specification including suitability, moisture and durability.			
		4.4	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
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to install elevated timber decks.			
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	Maintain a clear and tidy 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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: <ul style="list-style-type: none"> types of productivity targets and time scales how times are estimated organisational procedures for reporting circumstances which will affect the work programme. 			
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: <ul style="list-style-type: none"> 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	Use and maintain hand and power tools.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.4 Incorporate the following when installing elevated timber decks, balconies, walkways or board walks:</p> <ul style="list-style-type: none"> • embedded column footings • raised column footings • wall plates • blocking • bracing • parapets or balustrades • stairs with landings • ramps. 			
		<p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • 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 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • mix concrete and mortar • prepare embedded and raised column footings • prepare and form piers. • 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 • cap vertical components • advice on aftercare and maintenance • recognise and determine when specialist skills and knowledge are required and report accordingly • identify and follow the installation quality requirements • work with, around and in close proximity to plant and machinery 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • use hand and power tools • work at height • use access equipment. 			
		7.6 Describe the needs of other occupations and how to effectively communicate within a team when installing elevated timber decks.			
		7.7 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 31: Conserving or restoring timber-based products in the workplace

Level: 3

Unit type: **Mandatory in the following Pathways:**
Pathway 9: Heritage Site Carpentry
Pathway 10: Heritage Architectural Joinery

Guided learning hours: 117

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conserving or restoring timber based products in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when conserving or restoring timber-based products.	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: <ul style="list-style-type: none"> drawings, specifications, method statements, schedules, manufacturers' information, archaeological watching brief, historical conservation plans and charters, legislations 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 conserving or restoring timber-based products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> 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 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 conserving or restoring timber-based products.	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 timber-based products.			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to conserving or restoring timber-based products, and the types, purpose and limitations of each type.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 timber-based products.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • timber • fixings and associated ancillary items • hand and/or powered tools and equipment. 			
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.			
		4.4	Outline potential hazards associated with the resources and method of work.			
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to conserve or restore timber-based products.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when conserving or restoring timber-based products.	5.1	Protect the work and its surrounding area from damage.			
		5.2	Minimise damage and maintain a clean work space.			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.4	Dispose of waste in accordance with legislation.			
		5.5	State why the disposal of waste should be carried out in relation to the work.			
6	Complete the work within the allocated time when conserving or restoring timber-based 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: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to conserve or restore timber-based products to the required specification.	7.1	Demonstrate the following work skills when conserving or restoring timber-based products: <ul style="list-style-type: none"> measuring, marking out, cutting, shaping, fitting, finishing, positioning and securing. 			
		7.2	Prepare, install, repair or refurbish timber-based products, for at least eight of the following, to given working instructions: <ul style="list-style-type: none"> load bearing components non-load bearing components walls floors roofs joist coverings frames (including windows) panelling/cladding units and fitments doors mouldings staircases. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • prepare, repair and refurbish timber-based products and their associated components; after removal and in situ • install timber-based products • determine bevels for rake to rake and rake to level mouldings • form joints appropriate to the method of construction • validate appropriate ways in which 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 conjecture begins and report findings • record work carried out (written, photographic or digital) 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • 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 materials and components • use hand tools, power tools and equipment • work at height • use access equipment. 			
		7.4 Safely use and store materials, hand tools, fixed and/or portable power tools and ancillary equipment.			
		7.5 State the needs of other occupations and how to communicate within a team when conserving or restoring timber-based products.			
		7.6 Describe how to maintain the tools and equipment used when conserving or restoring timber-based products.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 32: Conserving or restoring heavy timber framework in the workplace

Level: 3

Unit type: Mandatory in Pathway 11: Heritage Structural Post and Beam Carpentry

Guided learning hours: 117

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conserving or restoring heavy timber framework in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when 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: <ul style="list-style-type: none"> drawings, specifications, method statements, schedules, manufacturers' information, archaeological watching brief, historical conservation plans and charters, legislation 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 conserving or restoring heavy timber framework.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> 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	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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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: <ul style="list-style-type: none"> • 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.			
		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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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.			
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: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> walls (structural and/or non-structural) floors roofs. 			
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> 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 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • 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 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 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • store salvageable components • use hand tools, power tools and equipment • work at height • use access equipment. 			
		7.4 State the needs of other occupations and how to communicate within a team when conserving or restoring heavy timber framework.			
		7.5 Describe how to 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 33: Erecting roof structure carcassing components in the workplace

Level: 3

Unit type: Mandatory in Pathway 12: Pre-Assembled Roof Structure Installer

Guided learning hours: 105

Unit summary

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

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant NVQ structure. Please refer to the NVQ structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting roof structure carcassing components.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, digital information, 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: <ul style="list-style-type: none"> drawings, specifications, schedules, digital information and 3D modelling, method statements, risk assessments, manufacturers' information, official guidance and current regulations governing buildings associated with erecting roof structure carcassing components 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when erecting roof structure carcassing components.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
		2.4	Describe the types of fire extinguishers available when erecting roof structure carcassing components and describe how and when they are used.			
3	Maintain safe and healthy working practices when erecting roof structure carcassing 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 erecting roof structure carcassing components.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.2 Demonstrate compliance with given information and relevant legislation when erecting roof structure carcassing components in relation to the following: <ul style="list-style-type: none"> • safe use of access equipment and/or working platforms • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to erecting roof structure carcassing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • 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 hazards.			
4	Select the required quantity and quality of resources for the methods of work to erect 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: <ul style="list-style-type: none"> • timber and timber based materials, sheet material, metals, trussed rafters, prefabricated frames, adhesives, sealants, fixings, fittings and associated ancillary items • hand tools, portable power tools and equipment. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to erect roof structure carcassing components.			
5	Minimise the risk of damage to the work and surrounding area when erecting 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	Maintain a clear and tidy work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when erecting roof structure carcassing 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: <ul style="list-style-type: none"> types of productivity targets and time scales how times are estimated organisational procedures for reporting circumstances which will affect the work programme. 			
7	Comply with the given contract information to erect roof structure carcassing components to the required specification.	7.1	Demonstrate the following work skills when erecting roof structure carcassing components: <ul style="list-style-type: none"> measuring, marking out, fitting, aligning, finishing, positioning and securing. 			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.3 Incorporate at least two of the following to given working instructions on timber frame roofs: <ul style="list-style-type: none"> • hips and/or valleys • roof verge and eaves • parapet finishings • false chimneys • openings (e.g. windows, hatches, dormers, roof lights and vents) 			
		7.4 Determine the specification of cut roof component bevels and lengths.			
		7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • extract and transfer data from drawings for the installation of roof structure carcassing • provide information for Building Information Modelling (BIM) • identify roof structure carcassing components • check existing levels and setting out lines • prepare and fix trussed rafters 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • 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 • install on timber frame roofs: hips and valleys, timber and plastic verge and eaves, parapet finishings, false chimneys, openings (e.g. windows, hatches, dormers, roof lights and vents) • work with plant and machinery to lift and transfer loads • install insulation to achieve the specified energy and carbon performance • avoid thermal bridging, bypassing and condensation • apply the principles of airtightness and ventilation • recognise and determine when specialist skills and knowledge are required and report accordingly • identify and follow the installation quality requirements • work with, around and in close proximity to plant and machinery 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • direct and guide the operations and movement of plant and machinery • use hand tools, portable power tools and equipment • work at height • use access equipment and working platforms • economise use of water, report leaks and turn taps off • recycle materials and minimise waste. 			
		7.6 Describe the needs of other occupations and how to effectively communicate within a team when erecting roof structure carcassing components.			
		7.7 Describe how to maintain the tools and equipment used when erecting roof structure carcassing components.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

10 Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. 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 *Internal assessment in vocational qualifications: Reviews and appeals policy*, available on our website.

11 Malpractice

Dealing with malpractice in assessment

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

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

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

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

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

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

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

Learner malpractice

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

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

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

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

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

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

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

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

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

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

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet: *A guide to the awarding bodies' appeals process*.

12 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html.
- Books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk.
- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Further documents that support the information in this specification:

- *Access arrangements and reasonable adjustments* (JCQ)
- *A guide to the special consideration process* (JCQ)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *UK information manual* (updated annually and available in hard copy) or *Entries and information manual* (available online) (Pearson)
- *Distance learning and assessment policy* (Pearson)

Publisher information

Any publisher can seek endorsement for their resources and, if they are successful, we will list their resources on our website.

13 Glossary

General terminology used in specification

Level	Units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
Total qualification time (TQT)	This indicates the total number of hours that a typical learner will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study, time spent in the workplace to master skills.
Learning outcomes	The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.
Assessment criteria	The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.
Competence	The minimum knowledge, skills and behaviours required to perform a job role effectively.
Endorsement	Industry-approved range of job activities, contexts, machinery or tools that the assessment evidence must cover, where specified for particular units.
Valid assessment	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.
Reliable assessment	The assessment is consistent and the agreed approach delivers the correct results on different days for the same learners and different cohorts of learners.
Workplace simulation	Realistic tasks carried out in the workplace that are additional to the normal work duties for the day to produce evidence for criteria that are very challenging to meet in the natural course of work.

Section B – Terms used in knowledge and understanding criteria

Describe	Give a clear account in their own words, including all the relevant information (e.g. qualities, characteristics or events, etc.). Description shows recall and in some cases application.
Explain	Provide details and give reasons and/or evidence to support an opinion, view or argument. OR Provide details and give relevant examples to clarify and extend a point. This would usually be in the context of learners showing their understanding of a technical concept or principle.
State	Express information in clear and precise terms.

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

Introduction

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

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

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

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

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

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

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

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

Principles

1. External quality control of assessment

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

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

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

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

1.4 The Forum will, in respect of this strategy:

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

1.5 Awarding organisations and their partners, assessment centres, verifiers and assessors must maintain robust and transparent operational arrangements. They must preserve independence in assessment, certification and quality assurance processes. Awarding organisations must ensure clear separation of their NVQ/SVQ assessment responsibilities from their industry, training, membership, certification, accreditation and commercial interests and resolve any conflicts of interest.

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

2. Aspects to be assessed through performance in the workplace

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

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. Appendix A suggests standard evidence notes for awarding organisations.

3. How simulated working conditions may be used to assess competence

3.1 Simulations (designed situations for producing artificially generated evidence) may 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. Appendix 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 or 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 the Assessment Strategy (this document)

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

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

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

or hold one of the following

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

Holders of A1 and D32/33 must assess to the current National Occupational Standards (NOS) for Learning and Development.

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

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

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

- curriculum vitae and employer endorsement or 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 sector's NOS and the Assessment Strategy (this document)

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

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

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

or hold one of the following

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

Holders of V1/D34 must quality assure to the current 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.

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

or one of the following

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

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

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

- curriculum vitae and employer endorsement or references

- 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 sector's NOS and the Assessment Strategy (this document)

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

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

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

or hold one of the following

- V2 Conduct external quality assurance of the assessment process
- D35 Externally verify the assessment process

Holders of V2/D35 must quality assure to the current 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:

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

or one of the following

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

Level 4:

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

4.4. Selection and appointment of assessors and verifiers

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

- at, or above, the level they will be assessing
- of sufficient depth to credibly verify judgements and assessments
- to uphold the integrity of the NOS and this Consolidated Assessment Strategy.

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

Appendix A

ConstructionSkills' standard evidence notes for awarding organisations

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

Standard note 1:

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

Standard note 2:

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

Standard note 3:

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

Standard note 4:

Either:

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

OR

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

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

Appendix B

Additional Information On Assessment Guidance For Awarding Organisations Relevant To Specific NVQ or SVQ Qualifications and Units

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

Additional Information on the Assessment of CITB NVQ Units only

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

Thermal Insulation NVQ and SVQ units and qualifications

- Training Providers offering Thermal Insulation NVQ and SVQ units and qualifications:
 - must ensure that their Thermal Insulation assessors are registered with the Thermal Insulation Contractor Association (TICA) and are Thermal Installation installers with at least 5 years verifiable, relevant, current industry experience, knowledge and understanding of the occupational area at, or above the level being assessed. This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:
 - curriculum vitae and employer endorsement
 - references
 - possession of a relevant NVQ/SVQ, or vocationally related qualification
 - interview

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

- will provide opportunities to identify and address particular issues of external control, including the assessment of Thermal Insulation NVQ/SVQ qualifications and Apprenticeship Standards.

Appendix C

Guidance on the use of simulation

Introduction

National Occupational Standards (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 (NVQs/SVQs) that are competence based qualifications and demand assessment in a workplace environment.

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

- activities which are inherently hazardous and where mistakes made in carrying them out would pose unacceptable risks to the candidate, other people, animals or property (e.g. electricity and gas sectors, fire service etc.)
- the costs incurred would be unacceptably high if mistakes were made during an activity and a candidate would therefore be required to 'prove' competence before progressing onto the actual work (e.g. handling rare or precious objects)
- situations where the qualities and outcomes of the candidate's behaviour are almost impossible to distinguish from those of their peers or colleagues, making authenticity uncertain (e.g. in some teamwork contexts)
- activities or situations which are sufficiently rare (e.g. where processes, such as a 'shut-down', may 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 (NVQs/SVQs). The ConstructionSkills Consolidated Assessment Strategy provides this guidance.

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

Due to the UK's economic recession over the past few years, ConstructionSkills had implemented flexibilities relating to simulation of NVQs/SVQs for displaced Apprentices and although there were small signs of a recovery in 2014 ConstructionSkills' agreed to extend these flexibilities for a further twelve months.

Now that the construction industry has shown definite signs of growth, these flexibilities were withdrawn on 31st March 2015. However in regard to Apprentices registered before the 1st January 2015 the flexibilities will remain in place until their completion date.

Therefore only for Apprentices who registered before the 1st January 2015 the following can apply:

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

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

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

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

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

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

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

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

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

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

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

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

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