QUALIFICATION HANDBOOK

City & Guilds Level 2 NVQ Diploma in Wood Occupations (Construction) (6571-41,42,43,44,45,46)

March 2022 **Version 1.4**

Qualification at a glance

Subject area	**Wood Occupations (Construction)**
City & Guilds number	6571
Age group approved	16-18,19+
Assessment	Portfolio of evidence
Support materials	Centre handbook Candidate logbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	GLH	TQT	Accreditation number
Level 2 NVQ Diploma in Wood Occupations (Construction) –	6571-41,42,43,44,45,46	271	450	603/5981/x

Version and date	Change detail	Section
2.0 June 2015	Pathways 01-06 updated and given new QAN and POS 21-26	Structure
	Units 237, 238, 601, 604 704, 705, 717 content updated and replaced by units 247, 248, 611, 614, 714, 715, 727.	Units
2.1 August 2015	Unit 714 assessment criteria 7.3 and 7.4 updated	Units
2.2 September 2015	6571-22 title corrected; unit 235 assessment criteria 7.2 updated; phone numbers removed	Qualification at a Glance; Structure; Units; final page
2.3 November 2015	Updated Learning Outcome 1 for unit 241	Units
v.1 April 2020	CITB incremental changes, from 6571-21-26 TQT and GLH updated throughout units have new unit numbers and 101 changed to 102 218 changed to 219 608 changed to 609 235 changed to 236 241 changed to 242 247 changed to 249	

Version and date	Change detail	Section
	248 changed to 250 258 changed to 261 259 changed to 260 262 changed to 263 272 changed to 274 276 changed to 281 298 changed to 299 301 changed to 303 321 changed to 280 (now level 2) 614 changed to 615 651 changed to 653 702 changed to 703 714 changed to 716 715 changed to 720 727 changed to 728 The main changes are in the following units - 260, 281, 236, 299, 728, 615, 653 ,707, 242, 207, 263 and 280 **Summary of changes** can vary from unit to unit typically **small amends** Ac, 1.1, 1.2, 2.1,.2.2,2.4 3.1, 3.3, 3.4, 4.6, 4.7 5.2, 6.2 **Additions/deletions to lists** within ACs typically includes 1.4, 2.1, 4.2, LO7 (e.g.7.4/7.5) **addition of new ACs typically** , 3.2 4.3, 7.2 and LO 7 **Signification changes** to ACs within LO 7 usually includes deletion of AC 7.4 , 7.5 and 76 and renumbering of remaining ACs	
September v1.2	amended accreditation number from 603/5982 /x to 603/5981/x	Introduction

Version and date	Change detail	Section
Jan 1.3	Removed reference to credits in structure	6751-42
March 2022 v1.4	Clarified and highlighted TQT Add C&G to front cover and amended address on rear cover	Page 2

Contents

1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	This occupational qualification is for candidates who work or want to work as a site carpenter, bench joiner or a shopfitter bench joiner in the construction sector.
What do the qualifications cover?	It allows candidates to learn, develop and practise the skills required for employment and/or career progression in carpentry and joinery. It covers the following specialist areas: • Site carpentry • Architectural joinery • Structural post and beam carpentry • Light structural timber framing • Timber frame erection • Timber decks and cladding
Are the qualifications part of a framework or initiative?	This qualification forms the competence based element of the Intermediate Apprenticeship in Construction Building (Level 2), pathway 4: Wood Occupations.
What opportunities for progression are there?	It allows candidates to progress into employment or onto the Level 3 NVQ Diploma in Wood Occupations. Apprentices who follow the Site Carpentry/Shopfitting pathway can have a varied career working on new builds, refurbishments or in specialist areas. Bench Joinery apprentices will see a variety of wood products in production, depending upon the company. This apprenticeship will enable progression to: • Advanced (Level 3) Apprenticeship in Construction Building: Wood Occupations (Site Carpentry) • Advanced (Level 3) Apprenticeship in Construction Building: Wood Occupations (Bench Joinery) • Advanced (Level 3) Apprenticeship in Construction Building: Wood Occupations (Shopfitting) • Military Occupational Instructor for Carpentry and Joinery After gaining work experience in the chosen occupational area there are also opportunities to progress into furniture production, occupational

work supervision, management or technical support areas.

Structure

To achieve the **Level 2 NVQ Diploma in Wood Occupations (Construction) – Site Carpentry (6571-41)**, learners must achieve a total of **6 unit**s. **3 units** must be achieved from the mandatory units and a minimum of **3** units from the optional units.

Level 2 NVQ Diploma in Wood Occupations (Construction) – Site Carpentry

Unit accreditation number	City & Guilds unit number	Unit title	TQT	Level
Mandatory				
T/618/1367	102	Conforming to General Health, Safety and Welfare in the Workplace	20	1
A/618/1368	219	Conforming to Productive Working Practices in the Workplace	30	2
F/618/1369	609	Moving, Handling and Storing Resources in the Workplace	50	2
Optional				
D/618/1668	236	Erecting Structural Carcassing Components in the Workplace	200	2
A/618/1743	261	Installing Fire Resisting Timber Door Assemblies and Doorsets in the Workplace	690	2
F/618/1744	260	Installing First Fixing Components in the Workplace	180	2
J/618/1745	281	Installing Second Fixing Components in the Workplace	230	2
L/618/1746	299	Maintaining Non-structural Carpentry Work in the Workplace	140	2
Y/618/1667	716	Setting Up and Using Transportable Cutting and Shaping Machines in the Workplace	240	2

To achieve the **Level 2 NVQ Diploma in Wood Occupations (Construction) – Architectural Joinery (6571-42)**, learners must achieve **6 units** in total. **5** units must be achieved from the mandatory units and a minimum of **1** unit from the optional units available.

Level 2 NVQ Diploma in Wood Occupations (Construction) – Architectural Joinery

Mandatory				
Unit accreditation number	**City & Guilds unit number**	**Unit title**	**TQT**	**Level**
J/618/1678	615	Marking Out from Setting Out Details for Routine Architectural Joinery Products in the Workplace	120	2
T/618/1367	102	Conforming to General Health, Safety and Welfare in the Workplace	20	1
A/618/1368	219	Conforming to Productive Working Practices in the Workplace	30	2
F/618/1677	653	Manufacturing Routine Architectural Joinery Products in the Workplace	190	2
F/618/1369	609	Moving, Handling and Storing Resources in the Workplace	50	2
Optional				
Y/618/1667	716	Setting Up and Using Transportable Cutting and Shaping Machines in the Workplace	240	2
L/618/1679	728	Producing Setting Out Details for Routine Architectural Joinery Products in the Workplace	140	2

To achieve the **Level 2 NVQ Diploma in Wood Occupations (Construction) – Structural Post and Beam Carpentry (6571-43)**, learners must achieve **6 units** from the mandatory units.

Level 2 NVQ Diploma in Wood Occupations (Construction) – Structural Post and Beam Carpentry

Mandatory				
Unit accreditation number	**City & Guilds unit number**	**Unit title**	**TQT**	**Level**
T/618/1367	102	Conforming to General Health, Safety and Welfare in the Workplace	20	1
R/618/1747	207	Assembling and Erecting Heavy Timber Framework – Post and Beam in the Workplace	230	2
A/618/1368	219	Conforming to Productive Working Practices in the Workplace	30	2
Y/618/1748	242	Fabricating Structural Timber Framework in the Workplace	220	2
F/618/1369	609	Moving, Handling and Storing Resources in the Workplace	50	2
D/618/1749	703	Setting Out Structural Timber Framework in the Workplace	180	2

To achieve the **Level 2 NVQ Diploma in Wood Occupations (Construction) – Light Structural Timber Framing (6571-44)**, learners must achieve **7** units from the mandatory units.

Level 2 NVQ Diploma in Wood Occupations (Construction) – Light Structural Timber Framing

Mandatory				
Unit accreditation number	**City & Guilds unit number**	**Unit title**	**TQT**	**Level**
T/618/1367	102	Conforming to General Health, Safety and Welfare in the Workplace	20	1
R/618/1750	105	Installing Frames and Linings in the Workplace	100	1
Y/618/1751	106	Installing Internal Mouldings in the Workplace	120	1
A/618/1368	219	Conforming to Productive Working Practices in the Workplace	30	2
L/618/1746	299	Maintaining Non-structural Carpentry Work in the Workplace	140	2
F/618/1386	303	Confirming the Occupational Method of Work in the Workplace	110	3
F/618/1369	609	Moving, Handling and Storing Resources in the Workplace	50	2

To achieve the **Level 2 NVQ Diploma in Wood Occupations (Construction) – Timber Frame Erection (6571-45)**, learners must achieve 5 mandatory units. There is an additional unit. This is elective and not compulsory and will not count towards the qualification.

Level 2 NVQ Diploma in Wood Occupations (Construction) – Timber Frame Erection

Mandatory				
Unit accreditation number	**City & Guilds unit number**	**Unit title**	**TQT**	**Level**
T/618/1367	102	Conforming to General Health, Safety and Welfare in the Workplace	20	1
A/618/1368	219	Conforming to Productive Working Practices in the Workplace	30	2
J/618/1700	249	Erecting Timber Roof Structures in the Workplace	230	2
L/618/1701	250	Erecting Timber Walls and Floors in the Workplace	230	2
F/618/1369	609	Moving, Handling and Storing Resources in the Workplace	50	2
Elective				
L/618/1696	723	Slinging and Hand Signalling the Movement of Suspended Loads in the Workplace	100	2

To achieve the **Level 2 NVQ Diploma in Wood Occupations (Construction) – Timber Decks and Cladding (6571-46)**, learners must achieve **5** units in total. **4** units must be achieved from the mandatory units and a minimum of **1 unit** from the optional units available.

Level 2 NVQ Diploma in Wood Occupations (Construction) – Timber Decks and Cladding

Mandatory				
Unit accreditation number	**City & Guilds unit number**	**Unit title**	**TQT**	**Level**
T/618/1367	102	Conforming to General Health, Safety and Welfare in the Workplace	20	1
A/618/1368	219	Conforming to Productive Working Practices in the Workplace	30	2
F/618/1369	609	Moving, Handling and Storing Resources in the Workplace	50	2
Y/618/1667	716	Setting Up and Using Transportable Cutting and Shaping Machines in the Workplace	260	2
Optional				
D/618/1752	263	Installing Low Level Timber Decks in the Workplace	200	2
H/618/1753	274	Installing Sheeting and Cladding Systems on Roofs and Walls in the workplace	200	2
K/618/1754	280	Installing Elevated Timber Decks in the Workplace	250	2

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	**GLH**	**TQT**
Level 2 NVQ Diploma in Wood Occupations (Construction) – Site Carpentry	**358**	**540**
Level 2 NVQ Diploma in Wood Occupations (Construction) – Architectural Joinery	**334**	**470**

Level 2 NVQ Diploma in Wood Occupations (Construction) – Structural Post and Beam Carpentry	**394**	**650**
Level 2 NVQ Diploma in Wood Occupations (Construction) – Light Structural Timber Framing	**351**	**450**
Level 2 NVQ Diploma in Wood Occupations (Construction) – Timber Frame Erection	**324**	**520**
Level 2 NVQ Diploma in Wood Occupations (Construction) – Timber Decks and Cladding	**271**	**520**

2 Centre requirements

Approval

The approval process for Construction qualifications is available at our website. Please visit **www.cityandguilds.com/construction** for further information.

Resource requirements

Centre staffing

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability.

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Assessors and internal verifiers

Assessors must have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed.

This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of

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

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

Assessors **must** 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. Assessors:

- should only assess in their acknowledged area of occupational competence
- shall be prepared to participate in training activities for their continued professional development
- must have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy
- must hold, or be working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment',:
    - Level 3 Award in Assessing Competence in the Work Environment
    - Level 3 Certificate in Assessing Vocational Achievement
    - SVQ (SCQF level) Assessing Competence in the Work Environment
    - SVQ (SCQF level) Assessing Vocational Achievement

or hold one of the following:

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

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

In Scotland, approval for exemptions must be obtained from the Scottish Qualifications Authority.

Continuing Professional Development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

These qualifications are approved for 16 – 18, and 19 + learners. There are no age limits attached to learners undertaking the qualification unless this is a legal requirement of the process or the environment.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualifications, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for these qualifications:

Description	How to access
Candidate logbook	Available to download from the City & Guilds website

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: **www.cityandguilds.com/eportfolios**.

City & Guilds has developed a set of Recording Forms including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4 Assessment

Assessment of the qualification

Candidates must have a completed portfolio of evidence for each unit. Centres are able to download the 6571 logbook from the City & Guilds website.

Aspects to be assessed through performance in the workplace

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. Individual units will specify any exceptions to this position.

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.

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.

5 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 102 Conforming to general health, safety and welfare in the workplace

Level:	1
GLH:	17
Aim:	This unit is about awareness of relevant current statutory requirements and official guidance, responsibilities, to self and others, relating to workplace health, safety and welfare, personal behaviour and security in the workplace.

Learning outcome
The learner will: 1. Comply with all workplace health, safety and welfare legislation requirements.
Assessment criteria
The learner can: 1.1 comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area 1.2 use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements 1.3 comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment 1.4 state why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. 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 outcome
The learner will: 2. Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.
Assessment criteria
The learner can: 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: a. resources b. substances c. asbestos d. equipment e. obstructions f. storage g. services h. work activities 2.3 list the current Health and Safety Executive top ten safety risks 2.4 list the current Health and Safety Executive top five health risks 2.5 state how changing circumstances within the workplace could cause hazards 2.6 state the methods used for reporting changed circumstances, hazards and incidents in the workplace.

Learning outcome
The learner will: 3. Comply with organisational policies and procedures to contribute to health, safety and welfare.
Assessment criteria
The learner can: 3.1 interpret and comply with given instructions to maintain safe systems of work and quality working practices 3.2 contribute to discussions by offering/providing feedback relating to health, safety and welfare 3.3 contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures 3.4 safely store health and safety control equipment in accordance with given instructions 3.5 dispose of waste and/or consumable items in accordance with legislation 3.6 state the organisational policies and procedures for health, safety and welfare, in relation to: a. dealing with accidents and emergencies associated with the work and environment b. methods of receiving or sourcing information c. reporting d. stopping work e. evacuation f. fire risks and safe exit procedures g. 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 outcome
The learner will: 4. Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.
Assessment criteria
The learner can: 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: a. recognising when to stop work in the face of serious and imminent danger to self and/or others b. contributing to discussions and providing feedback c. reporting changed circumstances and incidents in the workplace d. complying with the environmental requirements of the workplace 4.3 give examples of how the behaviour and actions of individuals could affect others within the workplace.

Learning outcome
The learner will: 5. Comply with and support all organisational security arrangements and approved procedures
Assessment criteria
The learner can: 5.1 provide appropriate support for security arrangements in accordance with approved procedures: a. during the working day b. on completion of the day's work c. for unauthorised personnel (other operatives and the general public) d. for theft 5.2 state how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.

Unit 102 Conforming to general health, safety and welfare in the workplace

Supporting information

Assessment Guidance

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.

Unit 105 Installing frames and linings in the workplace

Level:	1
GLH:	73
Aim:	The aim of this unit is to provide you with an awareness of: • interpreting information • adopting safe and healthy working practices • selecting materials, components and equipment • preparing and fixing frames and linings

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when installing frames and linings
Assessment criteria
The learner can: 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: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' and suppliers' information g. oral and written instructions h. sketches i. electronic data j. official guidance h. office building associated with installing frames and linings

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when installing frames and linings.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and the environmentwhilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. 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

Learning outcome
The learner will: 3. Maintain safe working practices when installing frames and linings.
Assessment criteria
The learner can: 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 frames and linings 3.2 Demonstrate compliance with given information and relevant legislation when installing frames and linings in relation to at least two of the following: a. safe use of access equipment b. safe use, storage and handling of materials, tools and equipment c. 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: a. collective protective finishes b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. 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 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.

Learning outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to install frames and linings.
Assessment criteria
The learner can: 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: a. timber, b. timber based products c. composite materials d. frames

e. window boards
f. linings
g. adhesives
h. sealants
i. fittings and fixings
j. 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

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.

Learning outcome
The learner will: 5. Minimise the risk of damage to the work and surrounding area when installing frames and linings.
Assessment criteria
The learner can: 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: a. general workplace activities b. other occupations c. adverse weather conditions 5.5 explain why the disposal of waste should be carried out safely in accordance with: a. environmental responsibilities b. organisational procedures c. manufacturers' information d. statutory regulations e. official guidance.

Learning outcome
The learner will: 6. Complete the work within the allocated time when installing frames and linings.
Assessment criteria
The learner can: 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 a. types of productivity targets and time scales b. how times are estimated c. organisational procedures for reporting circumstances which will affect the work programme

Learning outcome
The learner will: 7. Comply with the given contract information to install frames and linings to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when installing frames and linings: a. measuring b. marking out c. fitting d. finishing e. positioning f. securing 7.2 use and maintain hand and power tools 7.3 install the following to given working instructions a. frames (door and/or window) b. 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: a. prepare and fix standard door and window frames, window boards, linings b. form joints associated with first fixing c. recognise and determine when specialist skills and knowledge are required and report accordingly d. determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance e. identify and follow the installation quality requirements f. work with, around and in close proximity to plant and machinery g. use hand and power tools h. work at height i. use access equipment 7.5 describe the needs of other occupations and how to effectively communicate within a team when installing frames and linings 7.6 describe how to maintain the tools and equipment used when installing frames and lining. 7.7 Describe how to sharpen the hand tools used when installing frames and linings

Unit 105 Installing frames and linings in the workplace

Supporting information

Assessment Guidance

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.

Unit 106 Installing internal mouldings in the workplace

Level:	1
GLH:	80
Aim:	The aim of this unit is to provide you with an awareness of: • interpreting information • adopting safe and healthy working practices • selecting materials, components and equipment • preparing and fixing architrave and skirting

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when installing internal mouldings
Assessment criteria
The learner can: 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: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information g. oral and written instructions h. sketches i. electronic data j. official guidance h. office building associated with installing internal mouldings

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when installing internal mouldings.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: a. in the workplace b. below ground level c. at height d. in confined spaces e. with tools and equipment f. with materials and substances g. 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.

Learning outcome
The learner will: 3. Maintain safe working practices when installing internal mouldings.
Assessment criteria
The learner can: 3.1 use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing internal mouldings 3.2 Demonstrate compliance with given information and relevant legislation when installing internal mouldings in relation to at least two of the following a. safe use of access equipment b. safe use, storage and handling of materials, tools and equipment c. 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: a. collective protective finishes b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. 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: a. fires b. spillages c. injuries d. other task-related hazards. 3.6 Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with installing internal mouldings as relevant to the operations.

Learning outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to install internal mouldings.
Assessment criteria
The learner can: 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: a. architrave, skirting, rails and fixings b. 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 how problems associated with the resources are reported

4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources

4.6 describe any potential hazards associated with the resources and method of work

4.7 describe how to calculate:

a. quantity
b. length
c. area
d. wastage associated with the method and procedure to install internal mouldings.

Learning outcome

The learner will:

5. Minimise the risk of damage to the work and surrounding area when installing internal mouldings.

Assessment criteria

The learner can:

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:

a. general workplace activities
b. other occupations
c. adverse weather conditions

5.5 explain why the disposal of waste should be carried out in relation to the work in accordance with:

a. environmental responsibilities
b. organisational procedures
c. manufacturers' information
d. statutory regulations
e. official guidance.

Learning outcome

The learner will:

6. Complete the work within the allocated time when installing internal mouldings.

Assessment criteria

The learner can:

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 agreed start and finish times.

a. types of productivity targets and time scales

b. how times are estimated

	c. organisational procedures for reporting circumstances which will affect the work programme

Learning outcome
The learner will: 7. Comply with the given contract information to install internal mouldings to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when installing internal mouldings: a. measuring b. marking out c. fitting d. finishing e. positioning and securing 7.2 use an maintain hand and power tools 7.3 install two of the following requiring scribes and mitres to given working instructions. a.architrave b. skirting c. mouldings 7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a. prepare and fix: architraves, skirting, dado rails, picture rails, mouldings, mitre and scribe, scribe to irregular surfaces, return mouldings across width and thickness b. recognise and determine when specialist skills and knowledge are required and report accordingly c. determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance d. identify and follow the installation quality requirements e. work with, around and in close proximity to plant and machinery f. use hand and power tools g. use access equipment 7.5 describe he needs of other occupations and how to communicate within a team when installing internal mouldings 7.6 describe how to maintain the tools and equipment used when installing internal mouldings. 7.7 describe how to sharpen the hand tools used when installing internal mouldings.

Unit 106 Installing internal mouldings in the workplace

Supporting information

Assessment Guidance

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.

Unit 207 Assembling and erecting heavy timber framework – post and beam in the workplace

Level:	2
GLH:	117
Aim:	The aim of this unit is to provide you with an awareness of: • interpreting information • adopting safe and healthy working practices • selecting materials, components and equipment • preparing, assembling and erecting heavy timber framework

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when assembling and erecting heavy timber framework (post and beam).
Assessment criteria
The learner can: 1.1 interpret and extract information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information g. oral and written instructions h. sketches i. electronic data j. official guidance and current building regulations associated with the assembly and erection of heavy timber framework (post and beam)

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when assembling and erecting heavy timber framework (post and beam)
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and environment whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. 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 outcome
The learner will: 3. Maintain safe working practices when assembling and erecting heavy timber framework (post and beam).
Assessment criteria
The learner can: 3.1 use health and safety control equipment and safely and comply with 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 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 use a. safe use of access equipment b. safe use, storage and handlings of materials, tools and equipment c. 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: a. collective protective measures b. personal protective equipment (PPE)

c. respiratory protective equipment (RPE)
d. 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:

a. fires
b. spillages
c. injuries
d. other task-related activities.

Learning outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to assemble and erect heavy timber framework (post and beam).
Assessment criteria
The learner can: 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: a. timber, pre-fabricated components b. pegs, glues and resin products c. mechanical lifting equipment, appliances and accessories d. fittings and fixings e. hand and power tools 4.3 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 use 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: a. quantity b. length c. area d. wastage associated with the method and procedure to assemble and erect heavy timber framework (post and beam)

Learning outcome
The learner will: 5. Minimise the risk of damage to the work and surrounding area when assembling and erecting heavy timber framework (post and beam).
Assessment criteria
The learner can: 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:

a. environmental responsibilities
b. organisational procedures
c. manufacturers' information
d. statutory regulations
e. official guidance.

Learning outcome

The learner will:

6. Complete the work within the allocated time when assembling and erecting heavy timber framework (post and beam).

Assessment criteria

The learner can:

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:
   a. types of productivity targets and time scales
   b. how times are estimated
   c. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome

The learner will:

7. Comply with the given contract information to assemble and erect heavy timber framework (post and beam) to the required specification.

Assessment criteria

The learner can:

7.1 demonstrate the following work skills when assembling and erecting heavy timber framework (post and beam):
   a. measuring
   b. marking out
   c. levelling
   d. plumbing
   e. aligning
   f. cutting
   g. fitting
   h. fixing
   i. finishing
   j. positioning
   k. securing

7.2 use and maintain hand and power tools

7.3 prepare, assemble and erect heavy timber framework to given working instructions for:
   a. walls (structural and/or non-structural)
   b. floors
   c. 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:

a. unload and handle pre-fabricated components
b. determine angles and lengths
c. calculate geometrical angles
d. determine graded timber tree anatomy and growth rates, shrinkage and defects
e. assess the milling and cleaving process
f. determine how the conversion method affects the end use
g. form joints associated with structural and non-structural timber frame components
h. brace in-situ components to form or support structural and non-structural frameworks
i. assemble heavy timber framework walls, (structural and non-structural), floors and roofs (trusses, purlins, hips, valleys)
j. erect heavy timber framework walls, (structural and non-structural), floors and roofs
k. peg assemblies
l. work with lifting and hoisting equipment
m. counter the effects of inclement and adverse weather
n. finish surfaces (sand blasting, pest control, oiling and end sealing)
o. recognise and determine when specialist skills and knowledge are required and report accordingly
p. determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
q. identify and follow the installation quality requirements
r. work with, around and in close proximity to plant and machinery
s. use hand and power tools
t. use power tools/machines
u. work at height
v. use access equipment.

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).

Unit 207 Assembling and erecting heavy timber framework – post and beam in the workplace

Supporting information

Assessment Guidance

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.

Unit 219 Conforming to productive working practices in the workplace

Level:	2
GLH:	20
Aim:	The aim of this unit is to provide you with an awareness of: • productive communication with line management, colleagues and customers • interpreting information • planning and carrying out productive work practices • working with others or as an individual

Learning outcome
The learner will: 1. Communicate with others to establish productive work practices.
Assessment criteria
The learner can: 1.1 communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively 1.2 describe the different methods of communicating with line management, colleagues and customers 1.3 describe how to use different methods of communication to ensure that the work carried out is productive.

Learning outcome
The learner will: 2. Follow organisational procedures to plan the sequence of work.
Assessment criteria
The learner can: 2.1 interpret relevant information from organisational procedures in order to plan the sequence of work 2.2 plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively 2.3 describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: a. using resources for own and other's work requirements b. allocating appropriate work to employees c. organising the work sequence d. reducing carbon emissions 2.4 describe how to contribute to zero/low carbon work outcomes within the built environment.

Learning outcome
The learner will: 3. Maintain relevant records in accordance with the organisational procedures.
Assessment criteria
The learner can: 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: a. job cards b. worksheets c. material/resource lists d. time sheets 3.3 explain the reasons for ensuring documentation is completed clearly and within given timescales.

Learning outcome
The learner will: 4. Maintain good working relationships when conforming to productive working practices.
Assessment criteria
The learner can: 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: a. individuals b. customer and operative c. operative and line management d. 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.

Unit 219 Conforming to productive working practices in the workplace

Supporting information

Assessment Guidance

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.

Unit 236 Erecting structural carcassing components in the workplace

Level:	2
GLH:	107
Aim:	The aim of this unit is to provide you with an awareness of: • interpreting information • adopting safe and healthy working practices • selecting materials, components and equipment • preparing and carrying out the erection of carcassing components for roofs and floors

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when erecting structural carcassing components.
Assessment criteria
The learner can: 1.1 interpret and extract information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information g. oral and written instructions h. sketches i. electronic data j. official guidance and current building regulations associated with erecting structural carcassing components.

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when erecting structural carcassing components.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and environment whilst working: a. in the workplace b. below ground level c. at height d. in confined spaces e. with tools and equipment f. with materials and substances g. 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.

Learning outcome
The learner will: 3. Maintain safe working practices when erecting structural carcassing components.
Assessment criteria
The learner can: 3.1 use health and safety control equipment safely and comply with work methods to carry out the activity in accordance with legislation and organisational requirements when erecting structural carcassing components 3.2 Demonstrate compliance with given information and relevant legislation when erecting structural carcassing components for at least two of the following: a. safe use of access equipment b. safe use, storage and handling of materials tools and equipment c. specific risks to health 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting structural carcassing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. 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: a. fires b. spillages c. injuries d. other task-related activities.

Learning outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to erect structural carcassing components.
Assessment criteria
The learner can: 4.1 select resources associated with own work in relation to: a. materials b. components c. fixings d. tools and equipment 4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: a. timber b. timber based products c. composite materials d. plastic mouldings e. metals f. trussed rafters g. adhesives h. sealants i. fixings j. 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 4.6 describe any potential hazards associated with the resources and method of work 4.7 describe how to calculate: a. quantity b. length c. area d. wastage associated with the method and procedure to erect structural carcassing components.

Learning outcome
The learner will: 5. Minimise the risk of damage to the work and surrounding area when erecting structural carcassing components.
Assessment criteria
The learner can: 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: a. environmental responsibilities b. organisational procedures c. manufacturers' information d. statutory regulations e. official guidance.

Learning outcome
The learner will: 6. Complete the work within the allocated time when erecting structural carcassing components.
Assessment criteria
The lea 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: a. types of productivity targets and time scales b. how times are estimated c. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. Comply with the given contract information to erect structural carcassing components to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when erecting structural carcassing components: a. measuring b. marking out c. fitting d. finishing e. positioning f. securing. 7.2 use and maintain hand and power tools 7.3 erect one of the following to given working instructions: a. inclined roofs with gables b. load bearing partitions c. joists (ground, upper or flat roof), including coverings (flat roofs, decks or floors) 7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a. prepare and fix gable roof trussed rafters, cut roofs, ground, upper and flat roof joists, load bearing partitions b. form joints associated with carcassing c. recognise and determine when specialist skills and knowledge are required and report accordingly d. determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance e. identify and follow the installation quality requirements f. work with, around and in close proximity to plant and machinery g. use hand and power tools h. work at height i. use access equipment 7.5 describe the needs of other occupations and how to effectively communicate within a team when erecting structural carcassing components 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

Unit 236 Erecting structural carcassing components in the workplace

Supporting information

Assessment Guidance

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.

Unit 242 Fabricating structural timber framework in the workplace

Level:	2
GLH:	113
Aim:	The aim of this unit is to provide you with an awareness of: • interpreting information • adopting safe and healthy working practices • selecting materials, components and equipment • fitting and assembling components for fabricated structural timber floors, walls and roofs

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when fabricating structural timber framework.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. cutting lists g. manufactures' 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: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. oral and written instructions g. electronic data h. cutting lists i. manufacturer's information relating to historical timber framing and post and beam construction j. official guidance and current building regulations associated with fabricating structural timber framework.

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when fabricating structural timber framework.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and environment whilst working: a. in the workplace b. below ground level c. in confined spaces d. with tools and equipment e. with materials and substances f. 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 fabricating structural timber framework and describe how and when they are used.

Learning outcome
The learner will:
3. Maintain safe working practices when fabricating timber framework.
Assessment criteria
The learner can:
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 a. safe use of equipment b. safe use, storage and handling of materials, tools c. 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 fabricating structural timber framework, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. 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 outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to fabricate structural timber framework.
Assessment criteria
The learner can: 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: a. timber, timber based products, composite materials b. pegs c. marking and levelling tools and equipment d. hand tools and power tools a e. power tools/machines 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 4.7 describe how to calculate: a. quantity b. length c. area d. wastage associated with the method and procedure to fabricate structural timber framework.

Learning outcome
The learner will: 5. Minimise the risk of damage to the work and surrounding area when fabricating structural timber framework.
Assessment criteria
The learner can: 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: a. environmental responsibilities b. organisational procedures

c. manufacturers' information
d. statutory regulations
e. official guidance.

Learning outcome
The learner will: 6. Complete the work within the allocated time when fabricating structural timber framework.
Assessment criteria
The learner can: 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: a. types of productivity targets and time scales b. how times are estimated c. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. Comply with the given contract information to fabricate structural timber framework to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when fabricating structural timber framework: a. measuring b. marking out c. jointing d. fitting e. marking f. finishing g. positioning h. securing 7.2 use and maintain hand and power tools 7.3 fabricate, assemble and carpenter mark components to given working instructions for: a. timber wall and floor components (structural and/or non-structural) b. 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: a. cut, shape, fit and assemble components to fabricate structural and/or non- structural timber walls and floor components b. cut, shape, fit and assemble components for structural timber pitched roofs c. mark and drill offset peg holes d. make different types of pegs

e. make carpenter marks
f. use roofing squares and layout methods
g. apply the theorem of Pythagoras
h. determine geometrical angles
i. determine graded timber tree anatomy and growth rates, shrinkage and defects
j. assess the milling and cleaving process
k. form specialised joints associated with heavy structural timber framework components
l. store components ready for transportation and use
m. work with lifting and hoisting equipment (an awareness of the necessity for user and equipment certification)
n. are required and report accordingly
o. determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance
p. identify and follow the installation quality requirements
q. work with, around and in close proximity to plant and machinery
r. use hand, power tools and machines
s. work at height
p. 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.

Unit 242 Fabricating structural timber framework in the workplace

Supporting information

Assessment Guidance

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.

Unit 249 Erecting timber roof structures in the workplace

Level:	2
GLH:	110
Aim:	The aim of this unit is to provide you with an awareness of: • interpreting information • adopting safe and healthy working practices • selecting materials, components and equipment • erecting wall and floor structures

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when erecting timber roof structures.
Assessment criteria
The learner can: 1.1 interpret and extract information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. drawings b. specifications c. schedules d. digital information and 3D modelling e. method statements f. risk assessments g. manufacturers' information h. official guidance and current regulations governing buildings associated with erecting timber frame roof structure

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when erecting timber roof structures.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: a. in the workplace b. in confined spaces c. at height d. with tools and equipment e. with materials and substances f. 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

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.

Learning outcome

The learner will:

3. Maintain safe and healthy working practices when erecting timber roof structures.

Assessment criteria

The learner can:

3.1 use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when erecting timber roof structures

3.2 demonstrate compliance with given information and relevant legislation when erecting timber roof structures in relation to:

a. safe use of access equipment and /or working platforms
b. safe use and storage of materials, tools and equipment
c. 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:

a. collective protective measures
b. personal protective equipment (PPE)
c. respiratory protective equipment (RPE)
d. 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 outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to erect timber roof structures.
Assessment criteria
The learner can: 4.1 select resources associated with own work in relation to: a. materials b. components c. fixings d. tools and equipment 4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: a. timber b. metal and timber based materials c. sheet materials d. trussed rafters e. fire stops f. vapour control layers g. insulation h. preservatives i. adhesives j. sealants k. fittings l. fixings and associated ancillary items m. hand tools, portable 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 4.6 describe any potential hazards associated with the resources and methods of work 4.7 describe how to calculate: a. quantity b. length c. area d. wastage associated with the method and procedure to erect timber roof structures.

Learning outcome
The learner will: 5. Minimise the risk of damage to the work and surrounding area when erecting timber roof structures.
Assessment criteria
The learner can: 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 outcome
The learner will: 6. Complete the work within the allocated time when erecting timber roof structures.
Assessment criteria
The learner can: 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: a. types of productivity targets and time scales b. how times are estimated c. Organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. comply with the given contract information to erect timber roof structures to the required specification
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when erecting timber roof structures: a. measuring b. marking out c. fitting d. aligning e. finishing f. positioning g. securing 7.2 use and maintain hand tools, portable power tools and ancillary equipment 7.3 construct, erect roof and/or structures to given working instructions to the following: a. in-situ roofs (manually and/or mechanically handled) b. pre-assembled roof structures (mechanically handled) 7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a. extract and transfer data from drawings for the erection of timber roof structures b. provide information for Building Information Modelling (BIM) c. identify roof components d. construct in-situ, and install flat and pitched roof structures e. erect and install (manually and/or mechanically handled) pre-assembled, flat and pitched roof structures f. take account of other methods of roof construction g. install fire stops, cavity barriers and vapour control layers h. install insulation to achieve the specified energy and carbon performance i. avoid thermal bridging, bypassing and condensation j. apply the principles of airtightness and ventilation k. erect and install temporary propping, bracing and protection measures l. install permanent roof bracing by lateral restraint and holding down methods m. form openings n. work with plant and machinery to lift and transfer loads o. unload and store roof components p. recognise and determine when specialist skills and knowledge are required and report accordingly q. identify and follow the installation quality requirements

r. work with, around and in close proximity to plant and machinery
s. direct and guide the operations and movement of plant and machinery
t. use hand tools, portable power tools and equipment
u. work at height
v. use access equipment
w. economise use of water, report leaks and turn taps off
x. recycle materials and minimise waste.

7.5 describe the needs of other occupations and how to effectively communicate 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.

Unit 249 Erecting timber roof structures in the workplace

Supporting information

Assessment Guidance

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.

Unit 250 Erecting timber walls and floors in the workplace

Level:	2
GLH:	150
Aim:	The aim of this unit is to provide you with an awareness of: • interpreting information • adopting safe and healthy working practices • selecting materials, components and equipment • erecting wall and floor structures

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when erecting timber walls and floors.
Assessment criteria
The learner can: 1.1 interpret and extract information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. 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: a. drawings b. specifications c. schedules d. digital information and 3D modelling e. method statements f. risk assessments g. manufacturers' information h. official guidance and current regulations governing buildings associated with erecting timber walls and floors.

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when erecting timber walls and floors.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: a. in the workplace b. in confined spaces c. at height d. with tools and equipment e. with materials and substances f. with movement 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.

Learning outcome
The learner will: 3. Maintain safe and healthy working practices when erecting timber walls and floors.
Assessment criteria
The learner can: 3.1 use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when erecting timber walls and floors 3.2 demonstrate compliance with given information and relevant legislation when erecting timber walls and floors in relation to: a. safe use of access equipment and/or working platforms b. safe use and storage of materials, tools and equipment c. 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: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. 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:
   a. fires
   b. spillages
   c. injuries
   d. other task-related activities.

Learning outcome

The learner will:

4. Select the required quantity and quality of resources for the methods of work to erect timber walls and floors.

Assessment criteria

The learner can:

4.1 select resources associated with own work in relation to:
   a. materials
   b. components
   c. fixings
   d. tools and equipment

4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:
   a. timber
   b. timber based materials
   c. sheet materials
   d. wall and floor panels
   e. timber and metal columns and beams
   f. damp-proof courses
   g. damp-proof membranes
   h. breather membranes
   i. fire stops
   j. cavity barriers, and vapour control layers
   k. preservatives
   l. adhesives
   m. sealants
   n. fittings
   o. fixings and associated ancillary items
   p. hand and portable power tools and equipment

4.3 Describe how to confirm that the resources and materials conform to the specification

4.4 describe how the resources should be used correctly and how problems associated with the resources are reported

4.5 explain why the organisational procedures have been developed and how they are used for the selection of required resources

4.6 describe any potential hazards associated with the resources and methods of work

4.7 describe how to calculate:
   a. quantity
   b. length
   c. area

d.	wastage associated with the method and procedure to erect timber walls and floors.

Learning outcome
The learner will: 5. Minimise the risk of damage to the work and surrounding area when erecting timber walls and floors.
Assessment criteria
The learner can: 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: a. environmental responsibilities b. organisational procedures c. manufacturers' information d. statutory regulations e. official guidance.

Learning outcome
The learner will: 6. Complete the work within the allocated time when erecting timber walls and floors.
Assessment criteria
The learner can: 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: a. types of productivity targets and time scales b. how times are estimated c. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. Comply with the given contract information to erect timber walls and floors to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when erecting timber walls and floor structures: a. measuring b. marking out c. fitting d. aligning e. positioning f. securing 7.2 Use and maintain hand tools, portable power tools and ancillary equipment 7.3 erect or install the following to given working instructions: a. sole plates b. timber frame walls and floors (structural and non-structural) c. incorporated structural columns and beams 7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a. extract and transfer data from drawings for the erection of timber walls and floors b. provide information for Building Information Modelling (BIM) c. identify wall and floor components d. line, level and fix sole plates, including damp-proof courses, damp- proof membrane and interaction criteria e. erect and install both manually and with mechanical lifting equipment: wall and floor panels, loose joist and decking, incorporated structural columns and beams (timber and steel) f. erect and install temporary propping, bracing and protection measures g. form joints associated with timber frame construction h. from openings i. install fire stops, cavity barriers, breather membranes and vapour control layers j. form openings k. install floating floors l. install insulation to achieve the specified energy and carbon performance m. avoid thermal bridging, bypassing and condensation n. apply the principles of airtightness and ventilation o. install disproportionate collapse components p. identify differential movement and settlement q. identify transfer of line and load point positions in load bearing walls and floors including temporary load points r. identify and follow the installation quality requirements s. work with, around and in close proximity to plant and machinery

t. work with plant and machinery to lift and transfer loads
u. direct and guide the operations and movement of plant and machinery
v. unload and store wall and floor components
w. recognise and determine when specialist skills and knowledge are required and report accordingly
x. use hand tools, portable power tools and equipment
y. work at height
z. use access equipment
aa. economise use of water, report leaks and turn taps off
bb. recycle materials and minimise waste

7.5 describe the needs of other occupations and how to effectively communicate 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.

Unit 250 Erecting timber walls and floors in the workplace

Supporting information

Assessment Guidance

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.

Unit 261 Installing fire resisting timber door assemblies and doorsets in the workplace

Level:	2
GLH:	200
Aim:	This unit aims to provide you with the necessary skills and knowledge to: • interpret information • adopt safe and healthy working practices • select resources and methods of work • install fire resisting timber door assemblies and doorsets

Learning outcome
The learner will: 1. Installing fire resisting timber door assemblies and doorsets in the workplace.
Assessment criteria
The learner can: 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: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. work instructions g. fire performance documentation/certification h. manufacturers' information .i. official guidance and current regulations governing buildings j. Codes of Practice and guidance documents.

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when installing fire resisting timber door assemblies and doorsets.
Assessment criteria
The learner can: 2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. 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 outcome
The learner will: 3. Maintain safe and healthy working practices when installing fire resisting timber door assemblies and doorsets.
Assessment criteria
The learner can: 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: a. safe use of access equipment/working platforms b.safe use, storage and handling of materials, tools and equipment c. 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: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d.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 outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to install fire resisting timber door assemblies and doorsets.
Assessment criteria
The learner can: 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: a. manufacturer's installation instructions b.fire doors c.fire door frames

d. fixings, ironmongery and furniture
e. intumescent seals and cold smoke seals
f. 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.

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.

Learning outcome
The learner will: 5. Minimise the risk of damage to the work and surrounding area when installing fire resisting timber door assemblies and doorsets.
Assessment criteria
The learner can: 5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. 5.2 Maintain a clean work space. 5.3 Dispose of waste in accordance with current legislation. 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

Learning outcome
The learner will: 6. Complete the work within the allocated time when installing fire resisting timber door assemblies and doorsets.
Assessment criteria
The learner can: 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: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. Comply with the given contract information to install fire resisting timber door assemblies and doorsets to the required specification.
Assessment criteria
The learner can: 7.1 Demonstrate the following work skills when installing fire resisting timber doorsets: a.measuring b.marking out c. drilling d.fixing e. sealing f. cutting g.fitting h. finishing i.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. 7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a. ensure compliance with fire performance documentation/certification b. ensure no alterations have been carried out which may affect the fire certification of the door c. ensure surrounding construction is to specification d. check all component parts are undamaged e. install doorframes to specification with defined fixings and seals f. install intumescent protection into void, (wall and frame) as per specification g. install door-leaves to specification with defined fixings and seals h. install cold smoke seals according to specification i. install intumescent seals to specification

j. confirm specified intumescent protection is fitted to ironmongery/furniture
k. fit specified ironmongery/furniture ensuring the use of a compliant fixing regime
l. recognise and determine when specialist skills and knowledge are required and report accordingly
m. work with, around and in close proximity to plant and machinery
n. use hand tools, portable power tools and equipment
o.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.

Unit 261 Installing fire resisting timber door assemblies and door-sets in the workplace

Supporting information

Assessment Guidance

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.

Unit 260 Installing first fixing components in the workplace

Level:	2
GLH:	100
Aim:	This unit aims to provide you with the necessary skills and knowledge to: • interpreting information • adopting safe and healthy working practices • selecting materials, components and equipment • preparing, installing and repairing proprietary dry lining internal linings and column and beam encasements

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when installing first fixing components.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. 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: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information g. oral and written instructions h. sketches i. electronic data j. official guidance and current buildings regulations associated with installing first fixing

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when installing first fixing components.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and environment whilst working: a. in the workplace b. at height c. below ground level d. in confined spaces e. with tools and equipment f. with materials and substances g. 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.

Learning outcome
The learner will: 3. Maintain safe and healthy working practices when installing first fixing components.
Assessment criteria
The learner can: 3.1 use health and safety control equipment safely and comply with work methods to carry out the activity in accordance with legislation and organisational requirements when installing first fixing components 3.2 Demonstrate compliance with given information and relevant legislation when installing first fixing components in relation to at least three of the following a. safe use of access equipment b. safe use of storage and handling of materials, tools and equipment c. specific risk to health 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing first fixing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. 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: a. fires b. spillages c. injuries d. other task-related activities.

Learning outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to install first fixing components.
Assessment criteria
The learner can:

4.1 select resources associated with own work in relation to:
   a. materials
   b. components
   c. fixings
   d. tools and equipment

4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:
   a. timber
   b. timber based products
   c. composite materialsl
   d. metals
   e. frames
   f. linings
   g.staircases
   h.adhesives
   i. sealants
   j. fixings
   k. 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

4.7 describe how to calculate:
   a. quantity
   b. length
   c. area
   d. wastage associated with the method and procedure to install first fixing components.

Learning outcome
The learner will: 5. Minimise the risk of damage to the work and surrounding area when installing first fixing components.
Assessment criteria
The learner can: 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:

a. environmental responsibilities
b. organisational procedures
c. manufacturers' information
d. statutory regulations
e. official guidance.

Learning outcome
The learner will: 6. Complete the work within the allocated time when installing first fixing components.
Assessment criteria
The learner can: 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: a. types of productivity targets and time scales b. how times are estimated c. organisational procedures for reporting circumstances which will affect the work programme.
Learning outcome
The learner will: 7. Comply with the given contract information to install first fixing components to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when installing first fixing components: a. measuring b. marking out c. fitting d. finishing e. positioning f. securing 7.2 Use and maintain hand and power tools 7.3 install at least three of the following to given working instructions: a. frames (door and/or window) b. linings (door and/or hatch) c. floor joist coverings (or flat roof decking) d. partitions (straight) e. staircases f. roof verge and eaves finishings 7.4 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a.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 b. form joints associated with first fixing

c. recognise and determine when specialist skills and knowledge are required and report accordingly

d. determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance

e. identify and follow the installation quality requirements

f. work with, around and in close proximity to plant and machinery

g. use hand tools, power tools

h. work at height

i. use access equipment

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 fixing components

Unit 260 Installing first fixing components in the workplace

Supporting information

Assessment Guidance

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.

Unit 263 Installing low level timber decks in the workplace

Level:	2
GLH:	97
Aim:	The aim of this unit is to provide you with an awareness of: • interpreting information • adopting safe and healthy working practices • selecting materials, components and equipment • preparing and installing low level timber decks, walkways or boardwalks

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when installing low level timber decks.
Assessment criteria
The learner can: 1.1 interpret and extract information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. 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: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information g. oral and written instructions h. sketches i. electronic data j. official guidance and current regulations associated with low level timber decks.

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when installing low level timber decks.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and environment whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. 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 low level timber decks and describe how and when they are used.

Learning outcome
The learner will: 3. Maintain safe working practices when installing low level timber decks.
Assessment criteria
The learner can: 3.1 use health and safety control equipment safely and comply with methods of work to carry out the activity in accordance with 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: a. safe use of access equipment b. safe use, storage and handling of materials, tools and equipment c. specific risks to health 3.3 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing low level timber decks, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. 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: a. fires b. spillages c. injuries d. other task-related activities.

Learning outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to install low level timber decks.
Assessment criteria

The learner can:

4.1 select resources associated with own work in relation to:
   a. materials
   b. components
   c. fixings
   d. tools and equipment

4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:
   a. treated timber
   b. mortar and other chemical fixing agents
   c. fittings and fixing
   d. hand and power tools

4.3 Describe how to confirm that 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

4.7 describe how to calculate:
   a. quantity
   b. length
   c. area
   d. wastage associated with the method and procedure to install low level timber decks.

Learning outcome

The learner will:

5. Minimise the risk of damage to the work and surrounding area when installing low level timber decks.

Assessment criteria

The learner can:

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:
   a. environmental responsibilities
   b. organisational procedures
   c. manufacturers' information
   d. statutory regulations
   e. official guidance.

Learning outcome

The learner will: 6. Complete the work within the allocated time when installing low level timber decks.
Assessment criteria
The learner can: 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: a. types of productivity targets and time scales b. how times are estimated c. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. Comply with the given contract information to install low level timber decks to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when installing low level timber decks: a. measuring b. marking out c. cutting d. fitting e. levelling f. plumbing g. finishing h. positioning i. 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 7.4 incorporate at least five of the following when installing low level timber decks, walkways or boardwalks: a. embedded column footings b. raised column footings c. wall plates d. blocking e. bracing f. parapets or balustrades g. stairs h. 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: a. confirm load bearing requirements b. identify desired service life c. 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) d. fit wall plates by masonry and other chemically cured fixings e. mix concrete and mortar f. prepare embedded and raised column footings g. prepare and form piers h. space columns i. assemble beams and posts j. mount joists k. fit blocking and bracing l. maximise optional cantilever

m. prepare, fit and fix battens and deck boards
n. fit parapets, including handrails, top rails and base rails
o. fit access stairs and ramps
p. cap vertical components
q. advice on aftercare and maintenance
r. recognise and determine when specialist skills and knowledge are required and report accordingly
s. identify and follow the installation quality requirements
t. work with, around and in close proximity to plant and machinery
u. use hand and power tools
v. work at height
w. 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.

Unit 263 Installing low level timber decks in the workplace

Supporting information

Assessment Guidance

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.

Unit 274 Installing sheeting and cladding systems on roofs and walls in the workplace

Level:	2
GLH:	77
Aim:	The aim of this unit is to provide you with an awareness of: • interpreting information • adopting safe and healthy working practices • selecting materials, components and equipment • minimising risks to surrounding when installing cladding systems • Installing cladding systems and sheet • complying with contract information

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when installing sheeting and cladding systems on roofs and walls.
Assessment criteria
The learner can 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 a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information g.oral and written procedures h. site inductions

i. current regulations governing buildings and official guidance associated with the installation of sheeting and cladding systems.

Learning outcome
2. Know how to comply with relevant legislation and official guidance when installing sheeting and cladding systems on roofs and walls.
Assessment criteria
The learner can: 2.1 Describe their responsibilities regarding potential accidents, health, hazards and the environment whilst working a.in the workplace b.in confined spaces c. at height d. with tools and equipment e. with materials and substances f. 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 outcome
The learner will: 3. Maintain safe and healthy working practices when installing sheeting and cladding systems on roofs and walls.
Assessment criteria
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 a. safe use of access equipment b. safe use storage and handling of materials, tools and equipment c. 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 a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) 3.4 Des 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 a. fires b. spillages c. injuries, falls, d. rescue procedures and other task-related activities.

Learning outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to install sheeting and cladding systems on roofs and walls.
Assessment criteria
The learner can: 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 a .fixings, , fasteners, flashings, fittings, halters, spacer systems and clips, b. insulation, vapour control, separation and breather membranes c. sealants and fillers d. metal and translucent sheets, build up standing seam, secret fix, composite panels, decking panels and fibre cement systems e. hand tools, portable power tools and equipment 4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 4.5 Describe any potential hazards associated with the resources and 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

Learning outcome
The learner will: 5. Minimise the risk of damage to the work and surrounding area when installing sheeting and cladding systems on roofs and walls.
Assessment criteria
The learner can: 5.1 Minimise the risk of damage to the work and surrounding area when installing sheeting and cladding systems on roofs and walls. 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. 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 outcome
The learner will: 6. Complete the work within the allocated time when installing sheeting and cladding systems on roofs and walls.
Assessment criteria
The learner can: 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 a types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work progress

Learning outcome
The learner will: 7. Comply with the given contract information to install sheeting and cladding systems on roofs and walls to the required specification
Assessment criteria
The learner can: 7.1 Demonstrate the following work skills when installing sheeting and cladding systems on roofs and walls measuring setting out, adjusting, aligning, levelling , plumb, fitting, fixing and finishing 7.2 Use and maintain hand tools, portable power tools and ancillary equipment. 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 a. built-up b. standing seam c. secret fix d. composite panel e. fibre cement 7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them to a. identify installation quality requirements b. conform to manufacturers' installation criteria c. identify, recognise and work to gridlines and datum marks d. position and secure fixings, halters, spacers, clips, fittings and sheets

e. deal with damaged and incorrect sheeting, cladding materials and resources

f. install built up, standing seam, secret fix, composite panels and fibre cement systems

g. install decking and structural panels

h. maintain the integrity of surfaces, backgrounds, sheets and panels

i. position and secure vents

j. install insulation

k. measure, cut, fit, shape and fix flashing materials

l. install translucent sheets, condensation and vapour control materials

m. form and shape components for openings, vents, up-stands, protrusions and penetrations

n. ensure the integrity of joints, overlaps and interface details

o. apply sealants and install fillers to ensure water and airtight seals

p. check quality and suitability of work on completion and at the end of each working period

q. recognise and determine when additional specialist skills and knowledge are required and report accordingly

r. work from mobile elevating work platforms

s. work with, around and in close proximity to plant and machinery

t. use hand tools, portable power tools and equipment

u. work at height

v. 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.

Unit 274 Installing sheeting and cladding systems on roofs and walls in the workplace

Supporting information

Assessment Guidance

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.

Unit 281 Installing second fixing components in the workplace

Level:	2
GLH:	117
Aim:	The aim of this unit is to provide you with an awareness of: • interpreting information • adopting safe and healthy working practices • selecting materials, components and equipment • preparing and carrying out second fixing

Learning outcome
The learner will: 1. . Interpret the given information relating to the work and resources when installing second fixing components.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information g. oral and written instructions h. sketches i. electronic data j. official guidance and current building regulations associated with installing second fix components

Learning outcome
2 Know how to comply with relevant legislation and official guidance when installing second fixing components.
Assessment criteria
The learner can: 2.1 describe their responsibilities by manual handling and mechanical lifting whilst working: a..in the workplace b.below ground level c. in confined spaces d. at height d. with tools and equipment e. with materials and substances f. 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

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.

Learning outcome
The learner will: 3. Maintain safe and working practices when installing second fixing components.
Assessment criteria
The learner can: 3.1 use health and safety control equipment safely and comply with work methods to carry out the activity in accordance with legislation and organisational requirements when installing second fixing components 3.2 demonstrate compliance with given information and relevant legislation when installing second fixing components in relation to at least two of the following a. access equipment b. safe use, storage and handling of materials, tools and equipment c. specific risks to health. 3.3 explain why and when health and safety control equipment , identified by the principles of protection, should be used, relating to installing second fixing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. 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: a. fires b. spillages c. injuries d. other task-related hazards.

Learning outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to install second fixing components.
Assessment criteria
The learner can:

4.1 select resources associated with own work in relation to:
   a. materials
   b. components
   c. fixings
   d. tools and equipment

4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:
   a. timber
   b. timber based products
   c. composite materials
   d. timber boarding
   e. plastics
   f. metals
   g. doors
   h. mouldings
   i. ironmongery
   j. prefabricated units
   k. adhesives
   l. sealants
   m. fixings
   n. 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

4.6 describe any potential hazards associated with the resources and methods of work

4.7 describe how to calculate:
   a. quantity
   b. length
   c. area
   d. wastage associated with the method and procedure to install second fixing components.

Learning outcome
The learner will: 5. Minimise the risk of damage to the work and surrounding area when installing second fixing components.
Assessment criteria
The learner can: 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: a. environmental responsibilities b. organisational procedures c. manufacturers' information d. statutory regulations e. official guidance.

Learning outcome
The learner will: 6. Complete the work within the allocated time when installing second fixing components.
Assessment criteria
The learner can: 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: a. types of productivity targets and timescales b. how times are estimated c. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. Comply with the given contract information to install second fixing components to the required specification
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when installing second fixing components: a. measuring b. marking out c. fitting d. finishing e. positioning f. securing 7.2 Use and maintain hand and power tools 7.3 install at least five of the following to given working instructions: a. side hung doors b. mouldings (architrave, skirting) c. ironmongery d. service encasement e. prefabricated units or fitments f. cladding or panelling g. 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: a. 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) b. form joints associated with second fixing c. recognise and determine when specialist skills and knowledge are required and report accordingly

	d. determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance e. identify and follow the installation quality requirements f. work with, around and in close proximity to plant and machinery g. use hand and power tools, power tools h. work at height i. 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.

Unit 281 Installing second fixing components in the workplace

Supporting information

Assessment Guidance

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.

Unit 280 Installing elevated timber decks in the workplace

Level:	2
GLH:	120
Aim:	The aim is to provide you with the necessary skills and knowledge to: • interpreting information • adopting safe and healthy working practices • selecting materials, components and equipment • preparing and installing elevated timber decks, balconies, walkways or boardwalks

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when installing elevated timber decks.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. 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: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information g. oral and written instructions h. sketches i. electronic data j. official guidance and current buildings regulations associated with installing elevated timber decks

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when installing elevated timber decks.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and environment whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. 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 elevated timber decks and describe how and when they are used.

Learning outcome
The learner will: 3. Maintain safe and healthy working practices when installing elevated timber decks.
Assessment criteria
The learner can: 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 3.2 Demonstrate compliance with the given information and relevant legislation when installing elevated timber decks for at least two of the following a. safe use of access equipment b. safe use, storage and handling of materials, tools and equipment c. specific risks to heath 3.3 explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing elevated timber decks, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. 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: a. fires b. spillages c. injuries d. other task-related activities.

Learning outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to install elevated timber decks.
Assessment criteria
The learner can:

4.1 select resources associated with own work in relation to:
   a. materials
   b. components
   c. fixings
   d. tools and equipment

4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:
   a. treated timber
   b. mortar and other chemical fixing agents
   c. fittings and fixings
   d. 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

4.7 describe how to calculate:
   a. quantity
   b. length
   c. area
   d. wastage associated with the method and procedure to installing elevated timber decks.

Learning outcome

The learner will:

5. Minimise the risk of damage to the work and surrounding area when installing elevated timber decks.

Assessment criteria

The learner can:

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:
   a. environmental responsibilities
   b. organisational procedures
   c. manufacturers' information
   d. statutory regulations
   e. official guidance.

Learning outcome

The learner will: 6. Complete the work within the allocated time when installing elevated timber decks.
Assessment criteria
The learner can: 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: a. types of productivity targets and time scales b. how times are estimated c. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. Comply with the given contract information to install elevated timber decks to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when installing elevated timber decks: a. measuring b. marking out c. cutting d. fitting e. levelling f. plumbing g. finishing h. positioning i. 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 7.4 incorporate the following when installing elevated timber decks, balconies, walkways or board walks: a. embedded column footings b. raised column footings c. wall plates d. blocking e. bracing f. parapets or balustrades g. stairs with landings h. 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: a. confirm load bearing requirements b. identify desired service life c. 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) d. fit wall plates by masonry and other chemically cured fixings e. mix concrete and mortar f. prepare embedded and raised column footings g. prepare and form piers h. space columns i. assemble beams and posts j. mount joists k. fit blocking and bracing including diagonal bracing l. maximise optional cantilever

m. prepare, fit and fix battens and deck boards
n. fit parapets, including handrails, top rails and base rails
o. fit access stairs with landings and ramps
p. cap vertical components
q. advice on aftercare and maintenance
r. recognise and determine when specialist skills and knowledge are required and report accordingly
s. identify and follow the installation quality requirements
t. work with, around and in close proximity to plant and machinery
u. use hand tools and power tools
v. work at height
w. 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

Unit 280 Installing elevated timber decks in the workplace

Supporting information

Assessment Guidance

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.

Unit 299 Maintaining non-structural carpentry work in the workplace

Level:	2
GLH:	87
Aim:	This unit aims to provide you with the necessary skills and knowledge to: • interpret information • adopt safe and healthy working practices • select materials, components and equipment • repair defective timber frames, mouldings and sash cords

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when maintaining non-structural carpentry work.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: drawings specifications schedules method statements e. risk assessments f. manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers information g. oral and written instructions h. sketches i. electronic data j. official guidance and current building regulations

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when maintaining non-structural carpentry work.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and environment whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. 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, 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 outcome

The learner will:

3. Maintain safe working practices when maintaining non-structural carpentry work.

Assessment criteria

The learner can:

3.1 use health and safety control equipment safely and comply with methods of work to carry out the activity in accordance with 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

a. safe use of access equipment

b.safe use, storage and handling of materials, tools and equipment

c. 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:

a. collective protective measures
b. personal protective equipment (PPE)
c. respiratory protective equipment (RPE)
d. 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:

a. fires
b. spillages
c. injuries
d. other task-related activities.

Learning outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to maintain non-structural carpentry work.
Assessment criteria
The learner can: 4.1 select resources associated with own work in relation to: a. materials b. components c. fixings d. tools and equipment 4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: a. timber b. timber based products c. composite materials d. prefabricated components e. composite materials f. ironmongery g. metals h. sash cord i. adhesives j. sealants k. fittings and fixings l. 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 method of work 4.7 describe how to calculate: m. quantity n. length o. area p. wastage associated with the method/procedure to maintain non-structural carpentry work

Learning outcome
The learner will: 5. Minimise the risk of damage to the work and surrounding area when maintaining non-structural carpentry work.
Assessment criteria
The learner can: 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: a. environmental responsibilities b. organisational procedures c. manufacturers' information d. statutory regulations e. official guidance.

Learning outcome
The learner will: 6. Complete the work within the allocated time when maintaining non-structural carpentry work.
Assessment criteria
The learner can: 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: a. types of productivity targets and time scales b. how times are estimated c. organisational procedures for reporting circumstances which will affect the work programme

Learning outcome
The learner will: 7. Comply with the given contract information to maintaining non-structural carpentry work to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when maintaining non-structural carpentry work: a. measuring b. marking out c. splicing d. fitting e. finishing f. positioning g. securing 7.2 use and maintain hand and power tools 7.3 repair and/or replace at least four of the following to given working instructions: a. frames b. mouldings c. doors d. windows (including replacement glazing) e. door and/or window ironmongery f. verge and/or eaves g. guttering and downpipes h. sash cords 7.4 Prime the repair to the work to given working instructions. 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a. splice and replace frames and linings b. repair and replace doors and windows c. repair and replace ironmongery d. replace sash cords, lead weights and spring balances e. replace architraves, skirting, mouldings, and rails f. form joints associated with repairs g. recognise and determine when specialist skills and knowledge are required and report accordingly h. determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance i. identify and follow the installation quality requirements j. Use hand and power tools k. work at height l. use access equipment 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

Unit 299 Maintaining non-structural carpentry work in the workplace

Supporting information

Assessment Guidance

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.

Unit 303 Confirming the occupational method of work in the workplace

Level:	3
GLH:	47
Aim:	The aim is to provide you with the necessary skills and knowledge to: • assessing project data to determine occupational work methods • adopting safe and healthy working practices • selecting the methods of work • confirming the methods of work to the relevant people associated with the occupation • sourcing additional information

Learning outcome
The learner will: 1. Assess available project data accurately to determine the occupational method of work.
Assessment criteria
The learner can: 1.1 interpret and extract information from: a. drawings b. specifications c. schedules d. manufacturers' information e. methods of work f. risk assessments g. programmes of work 1.2 explain how to summarise the following project data: a. required quantities b. specifications c. detailed drawings d. health and safety requirements e. timescales f. scope of works 1.3 explain the different methods of assessing available project data 1.4 explain how to use project data to interpret the work method, in relation to: a. standard work procedures b. sequence of work c. organisation of resources (people, equipment, materials) d. work techniques e. working conditions (health, safety and welfare) f. risk assessment.

Learning outcome
The learner will: 2. Obtain additional information from alternative sources in cases where the available project data is insufficient.
Assessment criteria
The learner can: 2.1 collect and collate additional information from alternative sources to clarify the work to be carried out 2.2 explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient: a. customers or representatives b. suppliers c. regulatory authorities d. manufacturer's literature.

Learning outcome
The learner will: 3. Identify work methods that will make best use of resources and meet project, statutory and contractual requirements.
Assessment criteria
The learner can: 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 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: a. health and safety welfare (principles of protection) b. fire protection c. access and egress d. equipment availability e. availability of competent workforce f. pollution risk g. waste and disposal h. zero and low carbon outcomes i. weather conditions 3.4 explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to: a. conforming to statutory requirements b. customer and user needs c. contract requirements in terms of time, quantity and quality d. environmental considerations 3.5 explain how different methods of work can achieve zero/low carbon outcomes.

Learning outcome
The learner will: 4. Confirm and communicate the selected work method to relevant personnel.
Assessment criteria
The learner can: 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.

Unit 303 Confirming the occupational method of work in the workplace

Supporting information

Assessment Guidance

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.

Unit 609 Moving, handling and storing resources in the workplace

Level:	2
GLH:	27
Aim:	The aim of this unit is to provide you with the skills and knowledge required to: • interpret information • adopt safe and healthy working practices • select aids or equipment to move, handle or store occupational resources • move, handle and store occupational resources to maintain useful condition

Learning outcome
The learner will: 1. Comply with given information when moving, handling and/or storing resources.
Assessment criteria
The learner can: 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 outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.
Assessment criteria
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: a. in the workplace b. in confined spaces c. below ground level d. at height e. with tools and equipment f. with materials and substances g. with movement/storage of materials and by manual handling and mechanical lifting 2.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 explain what the accident reporting procedures are and who is responsible for making the reports 2.4 state the appropriate types of fire extinguishers relevant to the work 2.5 describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.

Learning outcome
The learner will: 3. Maintain safe working practices when moving, handling and/or storing resources.
Assessment criteria
The learner can: 3.1 use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources 3.2 use lifting aids safely as appropriate to the work 3.3 protect the environment in accordance with safe working practices as appropriate to the work 3.4 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. 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: a. fires b. spillages c. injuries d. other task-related hazards.

Learning outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.
Assessment criteria
The learner can: 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: a. lifting and handling aids b. container(s) c. 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 outcome
The learner will: 5. Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.
Assessment criteria
The learner can: 5.1 protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 dispose of waste and packaging in accordance with legislation 5.3 maintain a clean work space when moving, handling or storing resources 5.4 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 explain why the disposal of waste should be carried out safely in accordance with: a. environmental responsibilities b. organisational procedures c. manufacturers' information d. statutory regulations e. official guidance.

Learning outcome
The learner will: 6. Complete the work within the allocated time when moving, handling and/or storing resources.
Assessment criteria
The learner can: 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: a. progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. Comply with the given occupational resource information to move, handle and/or store resources to the required guidance.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when moving, handling and/or storing occupational resources: a. moving b. positioning c. storing d. 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: a. sheet material b. loose material c. bagged or wrapped material d. fragile material e. tools and equipment f. components g. liquids 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources 7.4 describe the needs of other occupations when moving, handling and/or storing resources.

Unit 609 Moving, handling and storing resources in the workplace

Supporting information

Assessment Guidance

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.

Unit 615 Marking out from setting out details for routine architectural joinery products in the workplace

Level:	2
GLH:	80
Aim:	The aim of this unit is to provide the learner with an awareness of: • interpreting information • adopting safe and healthy working practices • selecting materials, components and equipment • marking out from routine product setting out for architectural joinery

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when marking out from setting out details for routine architectural joinery products.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: a. drawings b. specifications c. schedules d. cutting lists e. method statements f. risk assessments g. 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: a. drawings b. specifications c. schedules d. cutting lists e. method statements f. risk assessments g. cutting lists h. manufacturers' information i. component standards j. oral and writing instructions k. sketches l. electronic data m. official guidance and current building regulations.

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when marking out from setting out details for routine architectural joinery products.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and environment whilst working: a. in the workplace b. below ground level c. confined spaces d. at height e. with tools and equipment f. with materials and substances g. 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 a. site b. workplace c. company d. operative e. 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 outcome
3. Maintain safe and healthy working practices when marking out from setting out details for routine architectural joinery products.
Assessment criteria
The learner can: 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 a. safe use of access equipment b. safe use, storage and handling of materials, tools and equipment c. 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 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: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) 3.4 describe how the relevant health and safety control equipment should be used in accordance with the given wroking instructions 3.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: a. fires b. spillages c. injuries d. other task-related hazards..

Learning outcome
The learner will: 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.
Assessment criteria
The learner can: 4.1 select resources associated with own work in relation to: a. materials b. components c. fixings d. marking and testing tools and equipment 4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: a. timber b. timber based products c. composite materials d. metal e. ironmongery f. adhesives and fixings g. marking and testing tools and equipment h. 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 4.7 describe how to calculate: a. quantity b. length c. area d. wastage associated with the method and procedure to mark out from setting out details for routine architectural joinery products.

Learning outcome
The learner will: 5. Minimise the risk of damage to the work and surrounding area when marking out from setting out details for routine architectural joinery products.
Assessment criteria
The learner can: 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: a. general workplace activities b. other occupations c. adverse weather conditions 5.5 explain why the disposal of waste should be carried out safely in accordance with: a. environmental responsibilities b. organisational procedures c. manufacturers' information d. statutory regulations and official guidance.

Learning outcome
The learner will: 6. Complete the work within the allocated time when marking out from setting out details for routine architectural joinery products.
Assessment criteria
The learner can: 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: a. types of productivity targets and time scales b. how times are estimated c. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. Comply with the given contract information to mark out from setting out details for routine architectural joinery products to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when marking out from setting out details for routine architectural joinery products: a. measuring b. marking out c. 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: a. doors b. windows with opening lights c. units and/or fitments (paneling or cladding) d. staircases 7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a. mark out from setting out details and cutting lists b. produce straight in plan and elevation: doors, frames (glazed and non-glazed), windows with opening lights, linings, units, fitments and paneling and cladding, staircases c. transfer and mark dimensions d. proportion joints associated with the product and construction method e. use marking and testing tools f. requisition material describe how to confirm that the resources and materials conform to specification including moisture and durability h. determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance i. identify and follow the quality requirements j. work with, around and in close machinery proximity to plant and machinery k. work at height l. 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.

Unit 615 Marking out from setting out details for routine architectural joinery products in the workplace

Supporting information

Assessment Guidance

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.

Unit 653 Manufacturing routine architectural joinery products in the workplace

Level:	2
GLH:	103
Aim:	This unit aims to provide you with the necessary skills and knowledge to: • interpret information • adopt safe and healthy working practices • select quantity and quality of resources • manufacture routine architectural joinery products.

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when manufacturing routine architectural joinery products.
Assessment criteria
The learner can: 1.1 Interpret and extract relevant information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. 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: a. drawings b. specifications c. schedules d. cutting lists e. method statements f. risk assessments g. manufacturers' information h. component standard i. oral and written instructions j. sketches k. electronic data l. official guidance and current regulations

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when manufacturing routine architectural joinery products.
Assessment criteria
The learner can: 2.1 Describe their responsibilities regarding potential accidents, health hazards and environment whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances

g. 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:

a. site
b. workplace
c. company
d. operative
e. 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.

Learning outcome
The learner will: 3. Maintain safe and healthy working practices when manufacturing routine architectural joinery products.
Assessment criteria
The learner can: 3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when manufacturing routine architectural joinery products. 3.2 Demonstrate compliance with given information and relevant legislation when manufacturing routine architectural joinery products for at least two of the following: a. safe use of access equipment b. safe use, storage and handling of materials, tools and equipment c. 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: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. 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: a. fires b. spillages

c. injuries
d. other task-related hazards.

Learning outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to manufacture routine architectural joinery products.
Assessment criteria
The learner can: 4.1 Select resources associated with own work in relation to: a. materials b. components c. fixings d. tools and equipment 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: a. timber b. timber based products c. composite materials d. pre-machined components e. setting out rods f. metal g. fabric h. metal and rubber rims i. glass j. ironmongery k. adhesives l. fixings and fittings m. hand and powered 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. 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources. 4.5 Describe any potential hazards associated with the resources and methods of work. 4.6 Describe how to calculate: a. quantity b. length c. area d. wastage associated with the method and procedure to manufacture routine architectural joinery products.

Learning outcome
The learner will: 5. Minimise the risk of damage to the work and surrounding area when manufacturing routine architectural joinery products.
Assessment criteria
The learner can: 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: a. general workplace activities b. other occupations c. adverse weather conditions 5.5 Explain why the disposal of waste should be carried out safely in accordance with: a. environmental responsibilities b. organisational procedures c. manufacturers' information d. statutory regulations and official guidance.

Learning outcome
The learner will: 6. Complete the work within the allocated time when manufacturing routine architectural joinery products.
Assessment criteria
The learner can: 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: a. types of productivity targets and time scales b. how times are estimated c. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. Comply with the given contract information to manufacture routine architectural joinery products to the required specification.
Assessment criteria
The learner can: 7.1 Demonstrate the following work skills when manufacturing routine bench/architectural joinery products: a. measuring b. marking out c. fitting d. finishing e. positioning and securing. 7.2 Use and maintain hand too 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: a. doors b. windows with opening lights c. units and/or fitments d. paneling and cladding e. staircases 7.4 Describe how to apply safe and healty work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a. fit and assemble routine products b. produce straight in plan and elevation: doors, windows with opening lights, units, fitments and paneling and cladding, staircases c. check and work to marked dimensions d. form joints associated with the product and construction method e. recognise and determine when specialist skills and knowledge are required and report accordingly f. determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance g. identify and follow the installation quality requirements h. work with, around and in close proximity to plant and machinery i. use hand and power tools j. work at height k. use of access equipment 7.5 Describe the needs of other occupations and how to effectively communicate within a team when manufacturing routine architectural joinery products. 7.7 Describe how to maintain the tools and equipment used when manufacturing routine architectural joinery products.

Unit 653 Manufacturing routine architectural joinery products in the workplace

Supporting information

Assessment Guidance

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

Unit 703 Setting out structural timber framework in the workplace

Level:	2
GLH:	100
Aim:	This unit aims to provide you with the necessary skills and knowledge to: • interpreting information • adopting safe and healthy working practices • selecting materials, components and equipment • setting out and marking out components for structural timber floors, walls and roofs

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when setting out structural timber framework.
Assessment criteria
The learner can: 1.1 interpret and extract information from: a. drawings b. specifications c. schedules d. cutting lists e. method statements f. risk assessments g. 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: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers instructions g. sketches h. electronic data i. cutting lists j. information relating to historical timber frame framing and post and beam construction k. official guidance and current building regulations associated with setting out structural timber framework.

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when setting out structural timber framework.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and environment whilst working: a. in the workplace b. below ground level c. in confined space d. at height e. with tools and equipment f. with materials and substances

g. 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 out structural timber framework and describe how and when they are used.

Learning outcome
The learner will: 3. maintain safe and healthy working practices when setting out timber structural framework
Assessment criteria
The learner can: 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 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 a:safe use of access equipment b. safe use, storage and handling of materials, tools and equipment c. 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 out structural timber framework, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. 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: a. fires b. spillages c. injuries d. other task-related activities.

Learning outcome
The learner will:

4. Select the required quantity and quality of resources for the methods of work to set out structural timber framework.

Assessment criteria

The learner can:

4.1 select resources associated with own work in relation to:
   a. types and grades of timber
   b. components and fixings
   c. marking
   d. testing and levelling tools and equipment

4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:
   a. timber, timber based products and composite materials
   b. pegs and metal fixings
   c. marking, testing and levelling tools and equipment
   d. fittings and fixings
   e. 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

4.6 describe any potential hazards associated with the resources and method of work

4.7 explain how to calculate:
   a. quantity
   b. length
   c. area
   d. wastage associated with the method and procedure to set out structural timber framework.

Learning outcome

The learner will:

5. Minimise the risk of damage to the work and surrounding area when setting out timber framework.

Assessment criteria

The learner can:

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:
   a. environmental responsibilities
   b. organisational procedures
   c. manufacturers' information

d. statutory regulations e. official guidance.

Learning outcome
The learner will: 6. Complete the work within the allocated time when setting out structural timber framework.
Assessment criteria
The learner can: 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: a. types of productivity targets and time scales b. how times are estimated c. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. Comply with the given contract information to set out structural timber framework to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when setting out structural timber framework: a. measuring b. marking out c. levelling d. 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: a. timber wall and floor components (structural and/or non-structural) b. 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: a. set out and mark components for structural and non-structural timber walls, cross frames and floors b. set out and mark components for timber trussed purlin roofs c. use roofing squares and layout methods d. apply the theorem of Pythagoras e. determine geometrical angles f. determine graded timber tree anatomy and growth rates, shrinkage and defects g. assess the milling and cleaving process h. mark out joints for components associated with structural timber framework i. work with lifting equipment (an awareness of the necessity for user certification) j. erect timber framework k. use marking and levelling tools and equipment l. recognise and determine when specialist skills and knowledge are required and report accordingly m. determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance n. identify and follow the installation quality requirements o. identify and follow the installation quality p. use hand and power tools q. work at height r. 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.

Unit 702 Setting out structural timber framework in the workplace

Supporting information

Assessment Guidance

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.

Unit 716 Setting up and using transportable cutting and shaping machines in the workplace

Level:	2
GLH:	130
Aim:	The aim of this unit is to provide the learner with the necessary skills and knowledge for: • interpreting information • adopting safe and healthy working practices • selecting materials, components and equipment • setting up, preparing and using cutting and shaping machines

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when setting up and using transportable cutting and shaping machines.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. 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: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. manufacturers' information g. oral and written instructions h. sketches i. electronic data j. official guidance and current building regulations associated with setting up and using transportable cutting and shaping machines

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when setting up and using transportable cutting and shaping machines.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents health hazards and environment whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances

g. 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 outcome

The learner will:

3. Maintain safe and healthy working practices when setting up and using transportable cutting and shaping machines.

Assessment criteria

The learner can:

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:

a. safe use of access equipment
b. safe use, storage and handling of materials, tools and equipment
c. 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:

a. collective protective measures
b. personal protective equipment (PPE)
c. respiratory protective equipment (RPE)
d. 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

a. fires
b. spillages
c. injuries
d. other task related activities

Learning outcome
The learner will: 4. Select the required quantity and quality of resources for the methods of work to set up and use transportable cutting and shaping machines.
Assessment criteria
The learner can: 4.1 select resources associated with own work in relation to: a. materials b. components and fixings c. tools d. equipment e. accessories 4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: a. accessories b. attachments c. 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 method of work 4.7 describe how to calculate: a. quantity b. length c. area d. wastage associated with the method and procedure to process materials when setting up and using transportable cutting and shaping machines.

Learning outcome
The learner will: 5. Minimise the risk of damage to the work and surrounding area when setting up and using transportable cutting and shaping machines.
Assessment criteria
The learner can: 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: a. general workplace activities b. other occupations c. adverse weather conditions 5.5 explain why the disposal of waste should be carried out safely in accordance with: a. environmental responsibilities b. organisational procedures c. manufacturers' information d. statutory regulations e. official guidance.

Learning outcome
The learner will 6. Complete the work within the allocated time when setting up and using transportable cutting and shaping machines
Assessment criteria
The learner can: 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: a. types of productivity targets and time scales b. how times are estimated c. organisational procedures for reporting circumstances which will affect the work programme

Learning outcome
The learner will: 7. Comply with the given contract information to set up and use transportable cutting and shaping machines to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when setting up and using transportable cutting and shaping machines: a. measuring b. marking out c. fitting d. fixing e. positioning f. securing g. operating 7.2 use and maintain hand and power tools 7.3 set up and use three of the following powered cutting machines to given working instructions: a. saw (at least three from the following: circular, chop, mitre, bench or table, jig, reciprocating, oscillating) b. drill c. planer d. biscuit jointer e. disc cutte f. morticer 7.4 set up and use at least two of the following powered shaping machines to given working instructions: a. thicknesser b. sander (orbital, belt, disc) c. router d. laminate trimmer e. planer 7.5 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a. check powered transportable cutting and shaping machines (fuel and electric mains/battery) for serviceability b. set up machines in preparation for use c. check voltage requirements, safety cut offs and circuit breakers d. check fuel, type, mix and additives e. fix and secure work f. select and ensure safety guards are in place in accordance with machine instructions g. select accessories for the machine and the work h. identify maintenance requirements for accessories, sharpening and aligning i. cut and shape materials to agreed tolerance j. change accessories: drill bits, router bits, discs, planner blades, saw blades, tools, abrasives

	k. use templates profiles and jigs l. recognise and determine when specialist skills and knowledge are required and report accordingly m. use hand and power tools n. work at height o. use access equipment
7.6	describe the needs of other occupations and how to effectively communicate within a team when setting up and using powered transportable cutting and shaping machines
7.7	describe how to maintain the tools, accessories and ancillary equipment used when setting up and using transportable cutting and shaping machines.

Unit 716 Setting up and using transportable cutting and shaping machines in the workplace

Supporting information

Assessment Guidance

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.

Unit 723 Slinging and hand signalling the movement of suspended loads in the workplace

Level:	2
GLH:	43
Aim:	The aim of this unit is to provide the learner with the necessary skills and knowledge for: • interpreting information • adopting safe and healthy working practices • selecting materials, components and equipment • preparing for and slinging and signalling the movement of loads

Learning outcome
The learner will: 1. Interpret the given information relating to the preparation for and the slinging and signalling of loads.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: a. drawings b. specifications c. schedules d. risk assessments e. method statements (lift plans) f. 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: a. drawings b. specifications c. schedules d. method statements e. risk assessments f. lift plans g. work instructions h. manufacturers' information i. approved procedures and codes of practice.

Learning outcome
The learner will: 2. organise with others the sequence and operation in which the slinging and signalling of loads is to be carried out
Assessment criteria
The learner can: 2.1 organise the work according to given information or instructions 2.2 describe how to communicate ideas between team members 2.3 organise and communicate with team members and other associated occupations 2.4 describe how to organise resources prior to and when slinging and signalling of loads.

Learning outcome
The learner will: 3. Know how to comply with relevant legislation and official guidance to carry out slinging and signalling of loads.
Assessment criteria
The learner can: 3.1 describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. 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 outcome
The learner will: 4. Maintain safe and healthy working practices when preparing for and slinging and signalling loads.
Assessment criteria
The learner can: 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: a. safe use and storage of tools and equipment b. safe use, storage and handling of lifting accessories c. safe use of access equipment d. 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: a. collective protective measures b. personal protective equipment (PPE) c. respiratory protective equipment (RPE) d. local exhaust ventilation (LEV) 4.4 describe how the relevant health and safety control equipment should be used in accordance with the given working instructions

4.5 describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:
   a. fires
   b. spillages
   c. injuries
   d. other task-related activities

Learning outcome

The learner will:

5. Select the required quantity and quality of resources to prepare for and when slinging and signalling loads.

Assessment criteria

The learner can:

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:
   a. lifting accessories
   b. signalling and communication equipment
   c. 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

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.

Learning outcome

The learner will:

6. Minimise the risk of damage to the work and surrounding area when preparing to and slinging and signalling loads

Assessment criteria

The learner can:

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 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:
   a. environmental responsibilities
   b. organisational procedures

c. manufacturers information
d. statutory regulations
e. official guidance.

Learning outcome
The learner will: 7. Complete the work within the allocated time when preparing to and slinging and signalling loads.
Assessment criteria
The learner can: 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: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 8. Comply with the given contract information to prepare to and sling and signal suspended loads for movement to the required specification.
Assessment criteria
The learner can: 8.1 demonstrate the following work skills when preparing to and slinging and signalling loads: a. measuring b. gauging c. estimating d. calculating e. fitting f. fixing g. testing h. balancing i. interpreting j. inspecting k. judging l. explaining m. preparing n. indicating o. informing p. instructing q. signing r. positioning s. adjusting t. configuring u. moving v. securing w. signalling

x. relaying

8.2 use and maintain lifting accessories, lifting aids and equipment

8.3 Inspect and prepare lifting accessories prior to slinging

8.4 Prepare to and attach suspended loads to lifting equipment, using appropriate lifting accessories and load securing methods, to given working instructions for three of the following:

a. balanced
b. unbalanced
c. loose
d. bundled
e. container
f. drum
g. 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:

a. balanced
b. unbalanced
c. loose
d. bundled
e. container
f. drum
g. a load where the machine operator cannot observe its full movement path.

8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:

a. 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
b. confirm the authority, duties and responsibilities allocated
c. identify characteristics of lifting equipment and lifting accessories
d. identify and interpret valid certification for maintenance, inspection and thorough examination
e. lift and transfer people
f. sling balanced, unbalanced, loose, live, bundled, container drum loads and loads that are blind to the equipment operator
g. communicate using hand signals, hand signalling equipment (lights, wands, fluorescent gloves, flags) and electronic communication equipment (loud hailers, radios)
h. confirm methods of communication
i. recognise blind-spots, potential crush zones and other limitations to driver visibility
j. consider the load characteristics including centre of gravity and lifting points to determine the method of slinging
k. determine and check the route of the load before and during the lift including distances, clearances and landing position

l. select, handle, inspect and use (assemble, set up and adjust) lifting accessories and aids
m. identify rejection criteria for removing lifting accessories from service
n. recognise and determine when specific skills and knowledge are required and report accordingly
o. attach lifting accessories and sling loads securely
p. ensure balance and stability of loads
q. attach and use load guidance equipment (tag lines)
r. guide and place suspended loads by recognised methods of communication and agreed operational procedures
s. land and position loads safely and securely
t. remove and store lifting accessories
u. use hand tools and ancillary equipment.

8.7 describe the needs of other occupations and how to communicate within a team when preparing to and slinging and signalling loads

8.8 describe how to maintain the lifting accessories, lifting aids and signalling and communication equipment used to sling and signal loads.

Unit 723 Slinging and hand signalling the movement of suspended loads in the workplace

Supporting information

Assessment Guidance

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.

Unit 728 Producing setting out details for routine architectural joinery products in the workplace

Level:	2
GLH:	87
Aim:	The aim of this unit is to provide the learner with the necessary skills and knowledge for: • interpreting information • adopting safe and healthy working practices • selecting materials, components and equipment • producing plain setting out details for bench joinery

Learning outcome
The learner will: 1. Interpret the given information relating to the work and resources when producing setting out details for routine architectural joinery products.
Assessment criteria
The learner can: 1.1 interpret and extract relevant information from: a. drawings b. specifications c. schedules d. cutting lists e. method statements f. risk assessments g. manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statements 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. drawings b. specifications c. schedules d. cutting lists e. method statements f. risk assessments g. manufacturers' information h. oral and written instructions i. sketches j. electronic data k. official guidance and current regulations

Learning outcome
The learner will: 2. Know how to comply with relevant legislation and official guidance when producing setting out details for routine architectural joinery products.
Assessment criteria
The learner can: 2.1 describe their responsibilities regarding potential accidents, health hazards and environment whilst working : a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. 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: a. site b. workplace c. company d. operative e. 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 outcome
The learner will: 3. Maintain safe and healthy working practices when producing setting out details for routine architectural joinery products.
Assessment criteria
The learner can: 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 a. safe use of access equipment b. safe use, storage and handling of materials, tools and equipment c. 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:

a. collective protective measures
b. personal protective equipment (PPE)
c. respiratory protective equipment (RPE)
d. 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:

a. fires
b. spillages
c. injuries
d. other task-related activities.

Learning outcome

The learner will:

4. Select the required quantity and quality of resources for the methods of work to produce setting out details for routine architectural joinery products.

Assessment criteria

The learner can:

4.1 select resources associated with own work in relation to:

a. materials
b. components
c. fixings
d. tools and equipment.

4.2 describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:

a. metal
b. ironmongery
c. adhesives and fixings
d. 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:

a. quantity
b. length
c. area

d.	wastage associated with the method and procedure to produce setting out details for routine architectural joinery products.

Learning outcome
The learner will: 5. Minimise the risk of damage to the work and surrounding area when producing setting out details for routine architectural joinery products.
Assessment criteria
The learner can: 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: a. general workplace activities b. other occupations c. adverse weather conditions 5.5 explain why the disposal of waste should be carried out safely in accordance with: a. environmental responsibilities b. organisational procedures c. manufacturers' information d. statutory regulations and official guidance.

Learning outcome
The learner will: 6. Complete the work within the allocated time when producing setting out details for routine architectural joinery products.
Assessment criteria
The learner can: 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: a. types of productivity targets and time scales b. how times are estimated c. organisational procedures for reporting circumstances which will affect the work programme.

Learning outcome
The learner will: 7. Comply with the given contract information to produce setting out details for routine architectural joinery products to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when producing setting out details for routine architectural joinery products: a. measuring b. marking out c. 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: a. doors b. windows with opening lights c. units and/or fitments d. paneling or cladding e. staircases 7.4 describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: a. set out and produce cutting lists for routine products b. produce straight in plan and elevation: doors, frames (glazed and non-glazed), windows with opening lights, linings, units, fitments and paneling and cladding, staircases c. take and record dimensions d. proportion joints associated with the product and construction method e. use marking and testing tools f. requisition material g. recognise and determine when specialist skills and knowledge are required and report accordingly h. identify and follow the quality requirements i. work with, around and in close proximity to plant and machinery j. use hand tools and power tools k. work at height 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.

Unit 728 Producing setting out details for routine architectural joinery products in the workplace

Supporting information

Assessment Guidance

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.

Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden**: how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for GOLA/e-volve assessments.

Useful contacts

UK learners **General qualification information**	E: **learnersupport@cityandguilds.com**
International learners General qualification information	E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: feedbackandcomplaints@cityandguilds.com

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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City & Guilds
5-6 Giltspur Street
London EC1A 9DE
www.cityandguilds.com

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