

City & Guilds Level 3 NVQ Diploma in Plastering (Construction) (6573-05- 06)

March 2022 Version 1.1



Qualification at a glance

Subject area	Plastering (Construction)
City & Guilds number	6573
Age group approved	16-18; 19+
Assessment	Portfolio of evidence
Support materials	Qualification 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 3 NVQ Diploma in Plastering (Construction) – Solid	6573-05	331	990	601/1173/2
Level 3 NVQ Diploma in Plastering (Construction) - Fibrous	6573-06	307	910	601/1173/2

Version and date	Change detail	Section
V1.1 March 2022	TQT and GLH clarification	TQT/GLH tables front and rear cover



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1 Introduction

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

Area	Description
Who are the qualifications for?	This qualification is ideal for individuals who work as a solid or fibrous plasterer in the construction sector. It provides an opportunity for them to demonstrate their competence in this area and gain a Level 3 NVQ Diploma in Plastering.
What do the qualifications cover?	It covers solid and fibrous plastering. Solid plastering includes applying wet finishes to walls, ceilings and floors to given specifications. Fibrous plastering involves installing fibrous plaster elements. Upon completion, learners show that they have the required skills and knowledge and are competent in this specialist trade area.
Are the qualifications part of a framework or initiative?	This qualification forms the competence based element of the Advanced Level Apprenticeship in Construction Specialist (Level 3), Pathway 1: Plastering.
What opportunities for progression are there?	It allows learners to progress into employment or onto a Foundation Degree in Construction Management and Civil Engineering. Plastering has a wide range of opportunities that candidates can be involved with in a structured career path, such as new builds and refurbishments. After gaining work experience in the chosen occupational area there are also opportunities to progress into occupational work supervision, management or technical support areas.

Structure

To achieve the **Level 3 NVQ Diploma in Plastering (Solid) (Construction) (6573-05)**, learners must achieve a minimum of **99** credits:

- **85** credits must come from the mandatory units plus
- a minimum of **14** credits from the optional units.

Learners may achieve further credits from the **Elective** group, however any credits achieved from the this group will not count towards the qualification.

Level 3 NVQ Diploma in Plastering (Solid) (Construction)

Unit accreditation no.	City & Guilds unit no.	Unit title	Credit value
Mandatory			
A/503/1170	101	Conforming to general health, safety and welfare in the workplace	2
R/503/2924	301	Confirming the occupational method of work in the workplace	11
A/503/2772	302	Confirming work activities and resources for an occupational work area in the workplace	10
H/600/7875	346	Producing complex internal solid plastering finishes in the workplace	27
T/600/7878	347	Producing complex external rendering finishes in the workplace	27
M/503/2915	501	Developing and maintaining good occupational working relationships in the workplace	8
Optional			
H/600/7696	253	Installing direct bond dry linings in the workplace	15
Y/600/7713	264	Installing mechanically fixed plasterboard in the workplace	14
D/600/7891	348	Running in-situ mouldings in the workplace	25
Elective			
R/600/7886	754	Producing specialised plasterer's surfaces in the workplace	29
A/600/7882	352	Producing granolithic paving work in the workplace	16

To achieve the **Level 3 NVQ Diploma in Plastering (Fibrous) (Construction) (6573-06)**, learners must achieve a minimum of **92** credits:

- **76** credits must come from the mandatory units plus
- a minimum of **16** credits from the optional units.

Level 3 NVQ Diploma in Plastering (Fibrous) (Construction)

Unit accreditation no.	City & Guilds unit no.	Unit title	Credit value
Mandatory			
A/503/1170	101	Conforming to general health, safety and welfare in the workplace	2
R/503/2924	301	Confirming the occupational method of work in the workplace	11
A/503/2772	302	Confirming work activities and resources for an occupational work area in the workplace	10
T/600/7895	349	Producing complex plasterwork moulds in the workplace	27
R/600/7905	350	Installing complex fibrous plaster components in the workplace	18
M/503/2915	501	Developing and maintaining good occupational working relationships in the workplace	8
Optional			
D/600/7891	348	Running in-situ mouldings in the workplace	25
R/600/7905	351	Repairing complex fibrous plaster components in the workplace	16

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 3 NVQ Diploma in Plastering (Solid) (Construction) (6573-05)	331	990
Level 3 NVQ Diploma in Plastering (Fibrous) (Construction) (6573-06)	307	910



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

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 6573 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
- credit value
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 101

Conforming to general health, safety and welfare in the workplace

UAN:	A/503/1170
Level:	1
Credit value:	2
GLH:	7
Aim:	<p>The aim of this unit is to provide the learner with an awareness of:</p> <ul style="list-style-type: none">• relevant current statutory requirements and official guidance• responsibilities, to self and others, relating to workplace health, safety and welfare• adopting safe and healthy working practices• 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: a. statutory requirements b. safety notices 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:
 - a. health, safety and welfare legislation
 - b. notices and warning signs
 are relevant to the occupational area and associated equipment
- 1.7 state why:
 - a. health, safety and welfare legislation
 - b. 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
<p>The learner will:</p> <ul style="list-style-type: none"> 2. recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.
Assessment criteria
<p>The learner can:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> a. resources b. substances c. asbestos d. equipment e. obstructions f. storage g. services and work activities 2.3 list the current health and safety executive top ten safety risks 2.4 list the current health and safety executive top five health risks 2.5 state how changing circumstances within the workplace could cause hazards 2.6 state the methods used for reporting changed circumstances, hazards and incidents in the workplace.

Learning 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 101 Conforming to general health, safety and welfare in the workplace

Supporting information

Guidance

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

- Additional Requirements
- 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 253

Installing direct bond dry linings in the workplace

UAN:	H/600/7696
Level:	2
Credit value:	15
GLH:	50
Aim:	<p>The aim of this unit is to provide the learner with an awareness of:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• preparing and installing dry linings by direct bond to internal solid backgrounds.

Learning outcome

The learner will:

1. interpret the given information relating to the work and resources when installing direct bond dry linings.

Assessment criteria

The learner can:

- 1.1 interpret and extract information from:
 - a. drawings
 - b. specifications
 - c. schedules
 - d. manufacturer's information
- 1.2 comply with information and/or instructions derived from risk assessments and method statement
- 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
- 1.4 describe different types of information, their source and how they are interpreted in relation to:
 - a. drawings
 - b. specifications
 - c. schedules
 - d. manufacturer's information
 - e. regulations.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when installing direct bond dry linings.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities under current legislation and official guidance whilst working:
 - a. in the workplace
 - b. below ground level
 - c. at height
 - d. with tools and equipment
 - e. with materials and substances
 - f. with movement/storage of materials
 - g. by manual handling and mechanical lifting
- 2.2 describe the organisational security procedures for:
 - a. tools
 - b. equipment
 - c. personal belongingsin relation to:
 - i. site
 - ii. workplace
 - iii. company
 - iv. operative
- 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome

The learner will:

3. maintain safe working practices when installing direct bond dry linings.

Assessment criteria

The learner can:

- 3.1 use Personal Protective Equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing direct bond dry linings
- 3.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to installing direct bond dry linings, and the:
 - a. types
 - b. purpose
 - c. limitations of each type
- 3.3 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 install direct bond dry linings.

Assessment criteria

The learner can:

- 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
 - a. manufactured proprietary boards
 - b. bonding compounds
 - c. jointing materials
 - d. hand and/or powered tools and equipment
- 4.2 select resources associated with own work in relation to:
 - a. materials
 - b. components
 - c. fixings
 - d. tools
 - e. equipment
- 4.3 state:
 - a. how the resources should be used correctly
 - b. how problems associated with the resources are reported
 - c. how the organisational procedures are used
- 4.4 outline potential hazards associated with the resources and method of work
- 4.5 describe how to calculate:
 - a. quantity
 - b. length
 - c. area
 - d. wastageassociated with the method/procedure to install direct bond dry linings.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when installing direct bond dry linings.

Assessment criteria

The learner can:

- 5.1 protect the work and its surrounding area from damage
- 5.2 minimise damage and maintain a clean work space
- 5.3 describe how to protect work from damage and the purpose of protection in relation to:
 - a. general workplace activities
 - b. other occupations
 - c. adverse weather conditions
- 5.4 dispose of waste in accordance with legislation
- 5.5 state why the disposal of waste should be carried out in relation to the work.

Learning outcome

The learner will:

6. complete the work within the allocated time when installing direct bond dry linings

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 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 direct bond dry linings to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when:
 - a. measuring
 - b. marking out
 - c. mixing
 - d. cutting
 - e. applying
 - f. fitting
 - g. finishing
 - h. positioning
 - i. securing
- 7.2 install to contractor's working instructions:
 - a. direct bonding to solid backgrounds
 - b. forming openings with reveals
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - a. install internal dry linings by direct bond to solid backgrounds
 - b. form openings and reveals
 - c. form finished joints
 - d. work at height
 - e. use hand tools, power tools and equipment
- 7.4 safely use and store:
 - a. hand tools
 - b. portable power tools
 - c. ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when installing direct bond dry linings
- 7.6 describe how to maintain the tools and equipment used when installing direct bond dry linings.

Unit 253 **Installing direct bond dry linings in the workplace**

Supporting information

Guidance

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

- the Additional Requirements
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units.

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 264

Installing mechanically fixed plasterboard in the workplace

UAN:	Y/600/7713
Level:	2
Credit value:	14
GLH:	47
Aim:	<p>The aim of this unit is to provide the learner with an awareness of:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• preparing and mechanically fixing plasterboard to internal backgrounds.

Learning outcome

The learner will:

1. interpret the given information relating to the work and resources when installing mechanically fixed plasterboard.

Assessment criteria

The learner can:

- 1.1 interpret and extract information from:
 - a. drawings
 - b. specifications
 - c. schedules
 - d. manufacturer's information
- 1.2 comply with information and/or instructions derived from risk assessments and method statement
- 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
- 1.4 describe different types of information, their source and how they are interpreted in relation to:
 - a. drawings
 - b. specifications
 - c. schedules
 - d. manufacturer's information
 - e. regulations.

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when installing mechanically fixed plasterboard.
Assessment criteria
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> a. in the workplace b. below ground level c. at height d. with tools and equipment e. with materials and substances f. with movement/storage of materials g. by manual handling and mechanical lifting 2.2 describe the organisational security procedures for: <ul style="list-style-type: none"> a. tools b. equipment c. personal belongings in relation to: <ul style="list-style-type: none"> a. site b. workplace c. company d. operative 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when installing mechanically fixed plasterboard
Assessment criteria
The learner can: 3.1 use Personal Protective Equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing mechanically fixed plasterboard 3.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to installing mechanically fixed plasterboard, and the: <ul style="list-style-type: none"> a. types b. purpose c. limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> 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 mechanically fixed plasterboard.
Assessment criteria
The learner can: 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> a. manufactured proprietary boards b. fixtures and fittings c. jointing materials d. hand and/or powered tools and equipment 4.2 select resources associated with own work in relation to: <ul style="list-style-type: none"> a. materials b. components c. fixings d. tools e. equipment 4.3 state: <ul style="list-style-type: none"> a. how the resources should be used correctly b. how problems associated with the resources are reported c. how the organisational procedures are used 4.4 outline potential hazards associated with the resources and method of work 4.5 describe how to calculate: <ul style="list-style-type: none"> a. quantity b. length c. area d. wastage associated with the method/procedure to install mechanically fix plasterboard.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when installing mechanically fixed plasterboard.
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage 5.2 minimise damage and maintain a clean work space 5.3 describe how to protect work from damage and the purpose of protection in relation to: <ul style="list-style-type: none"> a. general workplace activities b. other occupations c. adverse weather conditions 5.4 dispose of waste in accordance with legislation 5.5 state why the disposal of waste should be carried out in relation to the work.

Learning outcome
The learner will: 6. complete the work within the allocated time when installing mechanically fixed plasterboard.
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 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 mechanically fixed plasterboard to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when installing mechanically fixed plasterboard: a. measuring b. marking out c. cutting d. applying e. fitting f. finishing g. positioning h. securing 7.2 install plasterboard to contractor's working instructions by: a. cladding to timber and/or metal b. forming openings with reveals 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them to: a. install and mechanically fix plasterboard dry lining to internal backgrounds b. form openings with reveals c. form finished joints d. work at height e. use hand tools, power tools and equipment 7.4 safely use and store: a. hand tools b. portable power tools c. ancillary equipment 7.5 state the needs of other occupations and how to communicate within a team when installing mechanically fixed plasterboard 7.6 describe how to maintain the tools and equipment used when installing mechanically fixed plasterboard.

Unit 264 **Installing mechanically fixed plasterboard in the workplace**

Supporting information

Guidance

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

- the Additional Requirements
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 301

Confirming the occupational method of work in the workplace

UAN:	R/503/2924
Level:	3
Credit value:	11
GLH:	37
Aim:	The aim of this unit is to provide the learner with the necessary skills and knowledge for: <ul style="list-style-type: none">• interpreting information• identify appropriate work methods• select appropriate work methods• communicate the selected work method appropriately.

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. manufacturer's 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 301 Confirming the occupational method of work in the workplace

Supporting information

Guidance

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

- Additional Requirements
- 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 302

Confirming work activities and resources for an occupational work area in the workplace

UAN:	A/503/2772
Level:	3
Credit value:	10
GLH:	33
Aim:	The aim of this unit is to provide the learner with the necessary skills and knowledge for: <ul style="list-style-type: none">• interpreting information• identify work activities• evaluate work activities and resources• identify reasons for changes to planned work activities.

Learning outcome
The learner will: 1. identify work activities, assess required resources and plan the sequence of work.
Assessment criteria
The learner can: 1.1 identify work activities, assess required resources and plan the sequence of work 1.2 identify work activities and formulate a plan for their own sequence of work 1.3 explain the types of work relative to the occupational area and how to identify different work activities 1.4 explain methods of assessing the resources needed from a range of available information 1.5 explain the required information and the different methods used to prepare a work programme relative to the occupational area.

Learning outcome
The learner will: 2. obtain clarification and advice where the resources required are not available.
Assessment criteria
The learner can: 2.1 seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available

2.2 explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available.

Learning outcome

The learner will:

3. evaluate the work activities and the requirements of any significant external factors against the project requirements.

Assessment criteria

The learner can:

- 3.1 assess progress of work against project requirements, taking into account external factors relating to:
 - a. other occupations and /or customers
 - b. resources
 - c. weather conditions
 - d. health and safety requirements
- 3.2 explain different methods of evaluating work activities against the following project requirements:
 - a. contract conditions
 - b. contract programme
 - c. health and safety requirements of operatives
- 3.3 evaluate the requirements of significant external factors that could affect the progress of work, in relation to:
 - a. other related programmes
 - b. special working conditions
 - c. weather conditions
 - d. other occupations/people
 - e. resources
 - f. health and safety requirements.

Learning outcome

The learner will:

4. identify work activities which influence each other and make the best use of the resources available.

Assessment criteria

The learner can:

- 4.1 determine work activities that have an influence on each other
- 4.2 evaluate which work activities make the best use of available resources in relation to:
 - a. occupations and/or customers associated with the work
 - b. tools, plant and/or ancillary equipment
 - c. materials and components
- 4.3 explain different methods and sources that can identify which work activities influence each other
- 4.4 describe how to determine the sequence of work activities and how long each work activity will take
- 4.5 describe what zero and low carbon requirements are

- | |
|---|
| 4.6 explain how work activities and different ways of using resources can impact on zero and low carbon requirements and make a positive contribution to the environment. |
|---|

Learning outcome

The learner will:

- | |
|---|
| 5. identify changed circumstances that require alterations to the work programme and justify them to decision makers. |
|---|

Assessment criteria

The learner can:

- | |
|---|
| 5.1 evaluate project progress against the work programme to identify any changed circumstances |
| 5.2 inform line management and/or customers on the type and extent of any required changes to the work programme |
| 5.3 explain how to identify possible alterations to the work programme to meet changed circumstances relating to: <ul style="list-style-type: none">a. action listsb. method statementsc. durationd. schedules and/or occupation specific requirements |
| 5.4 explain how to assess contractual/work effects resulting from alterations to the work programme |
| 5.5 explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme. |

Unit 302 Confirming work activities and resources for an occupational work area in the workplace

Supporting information

Guidance

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

- Additional Requirements
- 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 346

Producing complex internal solid plastering finishes in the workplace

UAN:	H/600/7875
Level:	3
Credit value:	27
GLH:	90
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• produce complex internal solid plastering finishes in a timely manner and with minimal waste.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when producing complex internal solid plastering finishes.
Assessment criteria
The learner can: 1.1 interpret and extract information from: a. drawings b. specifications c. schedules d. manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. drawings b. specifications c. schedules d. manufacturer's information e. regulations governing buildings.

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when producing complex internal solid plastering finishes.
Assessment criteria
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> a. in the workplace b. below ground level c. at height d. with tools and equipment e. with materials and substances f. with movement/storage of materials g. by manual handling and mechanical lifting 2.2 describe the organisational security procedures for: <ul style="list-style-type: none"> a. tools b. equipment c. personal belongings in relation to: <ul style="list-style-type: none"> i. site ii. workplace iii. company iv. operative 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when producing complex internal solid plastering finishes.
Assessment criteria
The learner can: 3.1 use Personal Protective Equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing complex internal solid plastering finishes 3.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to producing complex internal solid plastering finishes, and the: <ul style="list-style-type: none"> a. types b. purpose c. limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> 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 produce complex internal solid plastering finishes.

Assessment criteria

The learner can:

- 4.1 describe the:

- a. characteristics
- b. quality
- c. uses
- d. limitations
- e. defects

associated with the resources in relation to:

- i. undercoat and finishing plasters, sands, limes, cement and additives
- ii. beads and trims, scrim and tapes
- iii. Expanded Metal Lath (EML)
- iv. hand and/or powered tools and equipment

- 4.2 select resources associated with own work in relation to:

- a. materials
- b. tools
- c. equipment

- 4.3 state:

- a. how the resources should be used correctly
- b. how problems associated with the resources are reported
- c. how the organisational procedures are used

- 4.4 outline potential hazards associated with the resources and method of work

- 4.5 describe how to calculate:

- a. quantity
- b. length
- c. area
- d. wastage

associated with the method/procedure to produce complex internal solid plastering finishes.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when producing complex internal solid plastering finishes.
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage 5.2 minimise damage and maintain a clean work space 5.3 describe how to protect work from damage and the purpose of protection in relation to: a. general workplace activities b. other occupations c. adverse weather conditions 5.4 dispose of waste in accordance with legislation 5.5 state why the disposal of waste should be carried out in relation to the work.

Learning outcome
The learner will: 6. complete the work within the allocated time when producing complex internal solid plastering finishes.
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 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 produce complex internal solid plastering finishes to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when producing complex internal solid plastering finishes:
 - a. measuring
 - b. marking out
 - c. applying
 - d. finishing
- 7.2 produce one-, two- and/or three-coat internal plasterwork to contractor's working instructions to:
 - a. internal and external angles
 - b. reveals
 - c. walls and ceilings (vertical, horizontal and inclined)
 - d. curved surfaces
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - a. apply and finish one-, two- and three-coat plasterwork to walls and ceilings (vertical, horizontal, inclined and curved) to solid and board backgrounds
 - b. form internal and external angles, reveals and expansion joints
 - c. mix plaster
 - d. work at height
 - e. use hand tools, power tools and equipment
- 7.4 safely use and store:
 - a. hand tools
 - b. portable power tools
 - c. ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when producing complex internal solid plastering finishes
- 7.6 describe how to maintain the tools and equipment used when producing complex internal solid plastering finishes.

Unit 346 Producing complex internal solid plastering finishes in the workplace

Supporting information

Guidance

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

- Additional Requirements
- ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications.

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

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

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

Workplace evidence of skills cannot be simulated except for the following item from Assessment Criteria 7.2:

- to curved surfaces.

Unit 347

Producing complex external rendering finishes in the workplace

UAN:	T/600/7878
Level:	3
Credit value:	27
GLH:	90
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• produce complex external rendering finishes in a timely manner and with minimal waste.

Learning outcome

The learner will:

1. interpret the given information relating to the work and resources when producing complex external rendering finishes.

Assessment criteria

The learner can:

- 1.1 interpret and extract information from:
 - a. drawings
 - b. specifications
 - c. schedules
 - d. manufacturers' information
- 1.2 comply with information and/or instructions derived from risk assessments and method statement
- 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
- 1.4 describe different types of information, their source and how they are interpreted in relation to:
 - a. drawings
 - b. specifications
 - c. schedules
 - d. manufacturers' information
 - e. regulations governing buildings.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when producing complex external rendering finishes.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities under current legislation and official guidance whilst working:
 - a. in the workplace
 - b. below ground level
 - c. at height
 - d. with tools and equipment
 - e. with materials and substances
 - f. with movement/storage of materials
 - g. 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
- 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome

The learner will:

3. maintain safe working practices when producing complex external rendering finishes.

Assessment criteria

The learner can:

- 3.1 use Personal Protective Equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing complex external rendering finishes
- 3.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to producing complex external rendering finishes, and the:
 - a. types
 - b. purpose
 - c. limitationsof each type
- 3.3 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 produce complex external rendering finishes.

Assessment criteria

The learner can:

- 4.1 describe the:

- a. characteristics
- b. quality
- c. uses
- d. limitations
- e. defects

associated with the resources in relation to:

- i. renders, sands, limes, cement and additives
- ii. bellcasts and beads
- iii. hand and/or powered tools and equipment

- 4.2 select resources associated with own work in relation to:

- a. materials
- b. tools
- c. equipment

- 4.3 state:

- a. how the resources should be used correctly
- b. how problems associated with the resources are reported
- c. how the organisational procedures are used

- 4.4 outline potential hazards associated with the resources and method of work

- 4.5 describe how to calculate:

- a. quantity
- b. length
- c. area
- d. wastage

associated with the method/procedure to produce complex external rendering finishes.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when producing complex external rendering finishes.
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage 5.2 minimise damage and maintain a clean work space 5.3 describe how to protect work from damage and the purpose of protection in relation to: a. general workplace activities b. other occupations c. adverse weather conditions 5.4 dispose of waste in accordance with legislation 5.5 state why the disposal of waste should be carried out in relation to the work.

Learning outcome
The learner will: 6. complete the work within the allocated time when producing complex external rendering finishes.
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 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 produce complex external rendering finishes to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when producing complex external rendering finishes:
 - a. measuring
 - b. marking out
 - c. applying
 - d. finishing
- 7.2 form any three industry recognised external rendering finishes to contractor's working instructions:
 - a. two-coat work
 - b. three-coat work
 - c. internal and external angles
 - d. reveals
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - a. apply and finish two- and three-coat rendering to external solid backgrounds and expanded metal lath
 - b. form internal and external angles, reveals and expansion joints
 - c. form imitation stonework, textured finishings and dashings
 - d. mix rendering
 - e. work at height
 - f. use hand tools, power tools and equipment
- 7.4 safely use and store:
 - a. hand tools
 - b. portable power tools
 - c. ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when producing complex external rendering finishes
- 7.6 describe how to maintain the tools and equipment used when producing complex external rendering finishes.

Unit 347 Producing complex external rendering finishes in the workplace

Supporting information

Guidance

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

- the Additional Requirements
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and.

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 348

Running in-situ mouldings in the workplace

UAN:	D/600/7891
Level:	3
Credit value:	25
GLH:	83
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• produce in-situ mouldings in a timely manner and with minimal waste.

Learning outcome

The learner will:

1. interpret the given information relating to the work and resources when running in-situ mouldings.

Assessment criteria

The learner can:

- 1.1 interpret and extract information from:
 - a. drawings
 - b. specifications
 - c. schedules
 - d. manufacturers' information
- 1.2 comply with information and/or instructions derived from risk assessments and method statement
- 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
- 1.4 describe different types of information, their source and how they are interpreted in relation to:
 - a. drawings
 - b. specifications
 - c. schedules
 - d. manufacturers' information
 - e. regulations governing buildings.

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when running in-situ mouldings.
Assessment criteria
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> a. in the workplace b. below ground level c. at height d. with tools and equipment e. with materials and substances f. with movement/storage of materials g. by manual handling and mechanical lifting 2.2 describe the organisational security procedures for: <ul style="list-style-type: none"> a. tools b. equipment c. personal belongings in relation to: <ul style="list-style-type: none"> i. site ii. workplace iii. company iv. operative 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when running in-situ mouldings.
Assessment criteria
The learner can: 3.1 use Personal Protective Equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when running in-situ mouldings 3.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to running in-situ mouldings, and the: <ul style="list-style-type: none"> a. types b. purpose c. limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> 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 run in-situ mouldings.

Assessment criteria

The learner can:

- 4.1 describe the:
 - a. characteristics
 - b. quality
 - c. uses
 - d. limitations
 - e. defectsassociated with the resources in relation to:
 - i. timber
 - ii. timber-based products
 - iii. sheet materials
 - iv. metal laths
 - v. sands
 - vi. cements
 - vii. limes
 - viii. plasters
 - ix. bonding agents
 - x. clean water
 - xi. fixings and fittings
 - xii. hand and/or powered tools and equipment
- 4.2 select resources associated with own work in relation to:
 - a. materials
 - b. components
 - c. fixings
 - d. tools
 - e. equipment
- 4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used
- 4.4 outline potential hazards associated with the resources and method of work
- 4.5 describe how to calculate:
 - a. quantity
 - b. length
 - c. area
 - d. wastageassociated with the method/procedure to run in-situ mouldings.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when running in-situ mouldings.
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage 5.2 minimise damage and maintain a clean work space 5.3 describe how to protect work from damage and the purpose of protection in relation to: a. general workplace activities b. other occupations c. adverse weather conditions 5.4 dispose of waste in accordance with legislation 5.5 state why the disposal of waste should be carried out in relation to the work.

Learning outcome
The learner will: 6. complete the work within the allocated time when running in-situ mouldings.
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 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 run in-situ mouldings to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when running in-situ mouldings: a. measuring b. marking out c. fitting d. applying e. running f. positioning g. securing

- 7.2 prepare backgrounds and moulds and run in-situ mouldings, straight and/or curved, to contractor's working instructions for any **one** of the following:
- a. cornices
 - b. dados
 - c. skirting
 - d. panels
 - e. angles
 - f. arches
- and from:
- i. joints
 - ii. mitres
 - iii. returns
 - iv. stop-ends
 - v. short breaks
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- a. construct and horse up running moulds
 - b. prepare backgrounds, set out and run in-situ straight and curved mouldings of cornices, dados, skirting, angles, panels and arches
 - c. prepare and mix materials
 - d. form short breaks and returns, short lengths and returns, joints and mitres
 - e. set out and fix running rules in situ, including overlaps
 - f. take correct shape of existing mould
 - g. core-out moulding runs in situ
 - h. prevent build-up and gathering-on
 - i. work at height
 - j. use hand tools, power tools and equipment
- 7.4 safely use and store:
- a. hand tools
 - b. portable power tools
 - c. ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when running in-situ mouldings
- 7.6 describe how to maintain the tools and equipment used when running in-situ mouldings.

Unit 348 Running in-situ mouldings in the workplace

Supporting information

Guidance

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

- the Additional Requirements
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of running in-situ mouldings to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 349

Producing complex plasterwork moulds in the workplace

UAN:	T/600/7895
Level:	3
Credit value:	27
GLH:	90
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• produce complex plasterwork moulds in a timely manner and with minimal waste.

Learning outcome

The learner will:

1. interpret the given information relating to the work and resources when producing complex plasterwork moulds.

Assessment criteria

The learner can:

- 1.1 interpret and extract information from:
 - a. drawings
 - b. specifications
 - c. schedules
 - d. manufacturers' information
- 1.2 comply with information and/or instructions derived from risk assessments and method statement
- 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
- 1.4 describe different types of information, their source and how they are interpreted in relation to:
 - a. drawings
 - b. specifications
 - c. schedules
 - d. manufacturers' information
 - e. regulations governing buildings.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when producing complex plasterwork moulds.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities under current legislation and official guidance whilst working:
 - a. in the workplace
 - b. below ground level
 - c. at height
 - d. with tools and equipment
 - e. with materials and substances
 - f. with movement/storage of materials
 - g. by manual handling and mechanical lifting
- 2.2 describe the organisational security procedures for:
 - a. tools
 - b. equipment
 - c. personal belongingsin relation to:
 - i. site
 - ii. workplace
 - iii. company
 - iv. operative
- 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome

The learner will:

3. maintain safe working practices when producing complex plasterwork moulds.

Assessment criteria

The learner can:

- 3.1 use Personal Protective Equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing complex plasterwork moulds
- 3.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to producing complex plasterwork moulds, and the:
 - a. types
 - b. purpose
 - c. limitations of each type
- 3.3 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 produce complex plasterwork moulds.
Assessment criteria
The learner can: 4.1 describe the: a. characteristics b. quality c. uses d. limitations e. defects associated with the resources in relation to: i. timber ii. timber-based sheet material iii. tin iv. steel v. fixings and fittings vi. hand and/or powered tools and equipment 4.2 select resources associated with own work in relation to: a. materials b. components c. fixings d. tools e. equipment 4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used 4.4 outline potential hazards associated with the resources and method of work 4.5 describe how to calculate: a. quantity b. length c. area d. wastage associated with the method/procedure to produce complex plasterwork moulds.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when producing complex plasterwork moulds.
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage 5.2 minimise damage and maintain a clean work space

5.3	describe how to protect work from damage and the purpose of protection in relation to: <ol style="list-style-type: none"> a. general workplace activities b. other occupations c. adverse weather conditions
5.4	dispose of waste in accordance with legislation
5.5	state why the disposal of waste should be carried out in relation to the work.

Learning outcome	
The learner will:	
6.	complete the work within the allocated time when producing complex plasterwork moulds.
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: <ol style="list-style-type: none"> 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 produce complex plasterwork moulds to the required specification.
Assessment criteria	
The learner can:	
7.1	demonstrate the following work skills when producing complex plasterwork moulds: <ol style="list-style-type: none"> a. measuring b. marking out c. fitting d. positioning e. securing
7.2	set out and produce plasterwork casting and/or running moulds to contractor's working instructions: <ol style="list-style-type: none"> a. cast for: <ol style="list-style-type: none"> i. intricate designs ii. patterns and motifs iii. arches iv. curves and ellipses v. circular areas b. run for: <ol style="list-style-type: none"> i. cornices, dados and skirtings ii. panels

- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- a. set out and produce ridged and flexible casting moulds for intricate designs, patterns and motifs, arches, curves and ellipses and circular areas
 - b. set out and produce running moulds for cornices, dados, skirtings and panels
 - c. geometrically develop Roman and Grecian profiles
 - d. geometrically develop domes, vaults/lunettes, arches, circles, ellipses and columns
 - e. work at height
 - f. use hand tools, power tools and equipment
- 7.4 safely use and store:
- a. hand tools
 - b. portable power tools
 - c. ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when producing complex plasterwork moulds
- 7.6 describe how to maintain the tools and equipment used when producing complex plasterwork moulds.

Unit 349 Producing complex plasterwork moulds in the workplace

Supporting information

Guidance

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

- the Additional Requirements
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications.

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

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

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

Workplace evidence of skills cannot be simulated.

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

- casting moulds
- running moulds.

Unit 350

Installing complex fibrous plaster components in the workplace

UAN:	R/600/7905
Level:	3
Credit value:	18
GLH:	60
Aim:	The aim of this unit is to provide the learner with the necessary skills and knowledge for: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• install complex fibrous plaster components.

Learning outcome
The learner will: <ol style="list-style-type: none">1. interpret the given information relating to the work and resources when installing complex fibrous plaster components.
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 interpret and extract information from:<ol style="list-style-type: none">a. drawingsb. specificationsc. schedulesd. manufacturers' information1.2 comply with information and/or instructions derived from risk assessments and method statement1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented1.4 describe different types of information, their source and how they are interpreted in relation to:<ol style="list-style-type: none">a. drawingsb. specificationsc. schedulesd. manufacturers' informatione. regulations governing buildings.

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when installing complex fibrous plaster components.
Assessment criteria
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> a. in the workplace b. below ground level c. at height d. with tools and equipment e. with materials and substances f. with movement/storage of materials g. by manual handling and mechanical lifting 2.2 describe the organisational security procedures for: <ul style="list-style-type: none"> a. tools b. equipment c. personal belongings in relation to: <ul style="list-style-type: none"> i. site ii. workplace iii. company iv. operative 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when installing complex fibrous plaster components.
Assessment criteria
The learner can: 3.1 use Personal Protective Equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing complex fibrous plaster components 3.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to installing complex fibrous plaster components, and the: <ul style="list-style-type: none"> a. types b. purpose c. limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> 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 complex fibrous plaster components.

Assessment criteria

The learner can:

- 4.1 describe the:

- a. characteristics
- b. quality
- c. uses
- d. limitations
- e. defects

associated with the resources in relation to:

- i. casting plaster
- ii. reinforcing material
- iii. timber
- iv. fixings
- v. hand and/or powered tools and equipment

- 4.2 select resources associated with own work in relation to:

- a. materials
- b. components
- c. fixings
- d. tools
- e. equipment

- 4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used

- 4.4 outline potential hazards associated with the resources and method of work

- 4.5 describe how to calculate:

- a. quantity
- b. length
- c. area
- d. wastage

associated with the method/procedure to install complex fibrous plaster components.

Learning outcome

The learner will:

5. minimise the risk of damage to the work and surrounding area when installing complex fibrous plaster components.

Assessment criteria

The learner can:

- 5.1 protect the work and its surrounding area from damage
- 5.2 minimise damage and maintain a clean work space
- 5.3 describe how to protect work from damage and the purpose of protection in relation to:
 - a. general workplace activities
 - b. other occupations
 - c. adverse weather conditions
- 5.4 dispose of waste in accordance with legislation
- 5.5 state why the disposal of waste should be carried out in relation to the work.

Learning outcome

The learner will:

6. complete the work within the allocated time when installing complex fibrous plaster 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 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 complex fibrous plaster components to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when installing complex fibrous plaster components:
 - a. measuring
 - b. marking out
 - c. fitting
 - d. positioning
 - e. securing
- 7.2 install fibrous plaster mouldings to contractor's working instructions for any **four** from the following:
 - a. skirtings
 - b. cornices
 - c. dados
 - d. panels
 - e. arches
 - f. pilasters
 - g. domes
 - h. lunettes
 - i. barrels
 - j. vaults
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - a. install fibrous plaster mouldings for skirtings, cornices, dados, panels, arches, pilasters, domes, lunettes, barrels and vaults
 - b. mix casting plaster
 - c. work at height
 - d. use hand tools, power tools and equipment
- 7.4 safely use and store:
 - a. hand tools
 - b. portable power tools
 - c. ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when installing complex fibrous plaster components
- 7.6 describe how to maintain the tools and equipment used when installing complex fibrous plaster components.

Unit 350 **Installing complex fibrous plaster components in the workplace**

Supporting information

Guidance

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

- the Additional Requirements
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 351

Repairing complex fibrous plaster components in the workplace

UAN:	H/600/7908
Level:	3
Credit value:	16
GLH:	53
Aim:	The aim of this unit is to provide the learner with the necessary skills and knowledge for: <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• repair complex fibrous plaster components.

Learning outcome
The learner will: <ol style="list-style-type: none">1. interpret the given information relating to the work and resources when repairing complex fibrous plaster components.
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 interpret and extract information from:<ol style="list-style-type: none">a. drawingsb. specificationsc. schedulesd. manufacturers' information1.2 comply with information and/or instructions derived from risk assessments and method statement1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented1.4 describe different types of information, their source and how they are interpreted in relation to:<ol style="list-style-type: none">a. drawingsb. specificationsc. schedulesd. manufacturers' informatione. regulations governing buildings.

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when repairing complex fibrous plaster components.
Assessment criteria
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> a. in the workplace b. below ground level c. at height d. with tools and equipment e. with materials and substances f. with movement/storage of materials g. by manual handling and mechanical lifting 2.2 describe the organisational security procedures for: <ul style="list-style-type: none"> a. tools b. equipment c. personal belongings in relation to: <ul style="list-style-type: none"> i. site ii. workplace iii. company iv. operative 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when repairing complex fibrous plaster components.
Assessment criteria
The learner can: 3.1 use Personal Protective Equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when repairing complex fibrous plaster components 3.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to repairing complex fibrous plaster components, and the: <ul style="list-style-type: none"> a. types b. purpose c. limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> 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 repair complex fibrous plaster components.

Assessment criteria

The learner can:

- 4.1 describe the:

- a. characteristics
- b. quality
- c. uses
- d. limitations
- e. defects

associated with the resources in relation to:

- i. casting plasters
- ii. reinforcing material
- iii. timber and fixings
- iv. hand and/or powered tools and equipment

- 4.2 select resources associated with own work in relation to:

- a. materials
- b. components
- c. fixings
- d. tools
- e. equipment

- 4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used

- 4.4 outline potential hazards associated with the resources and method of work

- 4.5 describe how to calculate:

- a. quantity
- b. length
- c. area
- d. wastage

associated with the method/procedure to repair complex fibrous plaster components.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when repairing complex fibrous plaster components.
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage 5.2 minimise damage and maintain a clean work space 5.3 describe how to protect work from damage and the purpose of protection in relation to: a. general workplace activities b. other occupations c. adverse weather conditions 5.4 dispose of waste in accordance with legislation 5.5 state why the disposal of waste should be carried out in relation to the work.

Learning outcome
The learner will: 6. complete the work within the allocated time when repairing complex fibrous plaster 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 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 repair complex fibrous plaster components to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when repairing complex fibrous plaster components:
 - a. measuring
 - b. marking out
 - c. removing
 - d. replicating
 - e. fitting
 - f. positioning
 - g. securing
 - h. finishing
- 7.2 repair complex fibrous plasterwork to contractor's working instructions of:
 - a. cornices
 - b. dados
 - c. skirtings
 - d. panels
 - e. arches
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - a. repair complex fibrous plaster cornices, dados, skirtings, panels and arches
 - b. replicate mouldings
 - c. form and reinforce joints
 - d. form internal and external returns and stop ends
 - e. work at height
 - f. use hand tools, power tools and equipment
- 7.4 safely use and store:
 - a. hand tools
 - b. portable power tools
 - c. ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when repairing complex fibrous plaster components
- 7.6 describe how to maintain the tools and equipment used when repairing complex fibrous plaster components.

Unit 351 Repairing complex fibrous plaster components in the workplace

Supporting information

Guidance

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

- the Additional Requirements
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications .

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 352

Producing granolithic paving work in the workplace

UAN:	A/600/7882
Level:	3
Credit value:	16
GLH:	53
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• produce granolithic paving work.

Learning outcome

The learner will:

1. interpret the given information relating to the work and resources when producing granolithic paving work.

Assessment criteria

The learner can:

- 1.1 interpret and extract information from:
 - a. drawings
 - b. specifications
 - c. schedules
 - d. manufacturers' information
- 1.2 comply with information and/or instructions derived from risk assessments and method statement
- 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
- 1.4 describe different types of information, their source and how they are interpreted in relation to:
 - a. drawings
 - b. specifications
 - c. schedules
 - d. manufacturers' information
 - e. method statements
 - f. regulations governing buildings.

Learning outcome

The learner will:

2. know how to comply with relevant legislation and official guidance when producing granolithic paving work.

Assessment criteria

The learner can:

- 2.1 describe their responsibilities under current legislation and official guidance whilst working:
 - a. in the workplace
 - b. below ground level
 - c. at height
 - d. with tools and equipment
 - e. with materials and substances
 - f. with movement/storage of materials
 - g. by manual handling and mechanical lifting
- 2.2 describe the organisational security procedures for:
 - a. tools
 - b. equipment
 - c. personal belongingsin relation to:
 - i. site
 - ii. workplace
 - iii. company
 - iv. operative
- 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome

The learner will:

3. maintain safe working practices when producing granolithic paving work.

Assessment criteria

The learner can:

- 3.1 use Personal Protective Equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing granolithic paving work
- 3.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to producing granolithic paving work, and the:
 - a. types
 - b. purpose
 - c. limitations of each type
- 3.3 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 produce granolithic paving work.
Assessment criteria
The learner can: 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> a. granolithic aggregates, granite dust, sands, carborundum, cement and additives b. formwork components c. bonding and release agents d. damp-proofing materials e. hand and/or powered tools and equipment 4.2 select resources associated with own work in relation to: <ul style="list-style-type: none"> a. materials b. tools c. equipment 4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used 4.4 outline potential hazards associated with the resources and method of work 4.5 describe how to calculate: <ul style="list-style-type: none"> a. quantity b. length c. area d. wastage associated with the method/procedure to produce granolithic paving work.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when producing granolithic paving work.
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage 5.2 minimise damage and maintain a clean work space 5.3 describe how to protect work from damage and the purpose of protection in relation to: <ul style="list-style-type: none"> a. general workplace activities b. other occupations c. adverse weather conditions 5.4 dispose of waste in accordance with legislation 5.5 state why the disposal of waste should be carried out in relation to the work.

Learning outcome
The learner will: 6. complete the work within the allocated time when producing granolithic paving work.
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: <ul style="list-style-type: none"> 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 produce granolithic paving work to the required specification.
Assessment criteria
The learner can: 7.1 demonstrate the following work skills when producing granolithic paving work: <ul style="list-style-type: none"> a. measuring b. marking out c. laying d. compacting e. finishing 7.2 prepare background and produce to contractor's working instructions: <ul style="list-style-type: none"> a. granolithic paving, level and to falls b. drainage outlets 7.3 lay skirtings to contractor's working instructions 7.4 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> a. prepare backgrounds b. lay and finish granolithic paving and topping work, level and to falls c. form skirtings, steps and drainage outlets d. form imitation stonework, textured finishings and dashings e. mix granolithic paving/topping material f. work at height g. use hand tools, power tools and equipment 7.5 safely use and store: <ul style="list-style-type: none"> a. hand tools b. portable power tools c. ancillary equipment 7.6 state the needs of other occupations and how to communicate within a team when producing granolithic paving work 7.7 describe how to maintain the tools and equipment used when producing granolithic paving work.

Unit 352 Producing granolithic paving work in the workplace

Supporting information

Guidance

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

- the Additional Requirements
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications

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

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

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

Workplace evidence of skills cannot be simulated.

Unit 501

Developing and maintaining good occupational working relationships in the workplace

UAN:	M/503/2915
Level:	5
Credit value:	8
GLH:	27
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• develop and maintain positive working relationships in the workplace• communicate information effectively• give appropriate advice to colleagues• resolve differences of opinion in the workplace.

Learning outcome
The learner will: 1. develop, maintain and encourage working relationships to promote good will and trust.
Assessment criteria
The learner can: 1.1 give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved 1.2 apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others 1.3 explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people 1.4 explain the principles of equality and diversity and how to apply them when working and communicating with others.

Learning outcome

The learner will:

2. inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.

Assessment criteria

The learner can:

- 2.1 communicate on the following work activity information to relevant people following organisational procedures:
 - a. appropriate timescales
 - b. health and safety requirements
 - c. co-ordination of work procedures
- 2.2 explain the different methods and techniques used to inform relevant people about work activities
- 2.3 explain the effects of not informing relevant people with the expected level of urgency
- 2.4 explain the different types of work activity related information and to what level of detail the following people would expect to receive:
 - a. colleagues
 - b. employers
 - c. customers
 - d. contractors
 - e. suppliers of products and services
 - f. other people affected by the work/project.

Learning outcome

The learner will:

3. offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.

Assessment criteria

The learner can:

- 3.1 give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome
- 3.2 explain the techniques of encouraging questions and/or requests for clarification and comments
- 3.3 explain the different ways of offering advice and help to different people about work activities, in relation to:
 - a. progress
 - b. results
 - c. achievements
 - d. occupational problems
 - e. occupational opportunities
 - f. health and safety requirements
 - g. co-ordinated work.

Learning outcome
The learner will: 4. clarify proposals with relevant people and discuss alternative suggestions.
Assessment criteria
The learner can: 4.1 engage regular discussions with relevant people about the occupational work activity and/or other occupations involved 4.2 explain the methods of clarifying alternative proposals with relevant people 4.3 explain the methods of suggesting alternative proposals.

Learning outcome
The learner will: 5. resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.
Assessment criteria
The learner can: 5.1 examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work 5.2 explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect.

Unit 501 Developing and maintaining good occupational working relationships in the workplace

Supporting information

Guidance

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

- Additional Requirements
- 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 754

Producing specialised plasterer's surfaces in the workplace

UAN:	R/600/7886
Level:	3
Credit value:	29
GLH:	97
Aim:	<p>The aim of this unit is to provide the learner with the necessary skills and knowledge for:</p> <ul style="list-style-type: none">• interpreting information• adopting safe and healthy working practices• selecting materials, components and equipment• produce specialised plasterer's surfaces.

Learning outcome
The learner will: 1. interpret the given information relating to the work and resources when producing specialised plasterer's surfaces.
Assessment criteria
The learner can: 1.1 interpret and extract information from: a. drawings b. specifications c. schedules d. manufacturers' information 1.2 comply with information and/or instructions derived from risk assessments and method statement 1.3 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented 1.4 describe different types of information, their source and how they are interpreted in relation to: a. drawings b. specifications c. schedules d. manufacturers' information e. regulations governing buildings.

Learning outcome
The learner will: 2. know how to comply with relevant legislation and official guidance when producing specialised plasterer's surfaces.
Assessment criteria
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> a. in the workplace b. below ground level c. at height d. with tools and equipment e. with materials and substances f. with movement/storage of materials g. by manual handling and mechanical lifting 2.2 describe the organisational security procedures for: <ul style="list-style-type: none"> a. tools b. equipment c. personal belongings in relation to: <ul style="list-style-type: none"> i. site ii. workplace iii. company iv. operative 2.3 state what the accident reporting procedures are and who is responsible for making reports.

Learning outcome
The learner will: 3. maintain safe working practices when producing specialised plasterer's surfaces.
Assessment criteria
The learner can: 3.1 use Personal Protective Equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when producing specialised plasterer's surfaces 3.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to producing specialised plasterer's surfaces, and the: <ul style="list-style-type: none"> a. types b. purpose c. limitations of each type 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> 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 produce specialised plasterer's surfaces.
Assessment criteria
The learner can: 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> a. stone b. aggregate c. mosaic d. additives e. fixings f. bonding agents g. cement h. plaster i. pigments j. pre-cast components k. hand and/or powered tools and equipment 4.2 select resources associated with own work in relation to: <ul style="list-style-type: none"> a. materials b. components c. fixings d. tools e. equipment 4.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used 4.4 outline potential hazards associated with the resources and method of work 4.5 describe how to calculate: <ul style="list-style-type: none"> a. quantity b. length c. area d. wastage associated with the method/procedure to produce specialised plasterer's surfaces.

Learning outcome
The learner will: 5. minimise the risk of damage to the work and surrounding area when producing specialised plasterer's surfaces.
Assessment criteria
The learner can: 5.1 protect the work and its surrounding area from damage 5.2 minimise damage and maintain a clean work space 5.3 describe how to protect work from damage and the purpose of protection in relation to: a. general workplace activities b. other occupations c. adverse weather conditions 5.4 dispose of waste in accordance with legislation 5.5 state why the disposal of waste should be carried out in relation to the work.

Learning outcome
The learner will: 6. complete the work within the allocated time when producing specialised plasterer's surfaces.
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 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 produce specialised plasterer's surfaces to the required specification.

Assessment criteria

The learner can:

- 7.1 demonstrate the following work skills when producing specialised plasterer's surfaces:
 - a. measuring
 - b. marking out
 - c. mixing
 - d. applying
 - e. finishing
- 7.2 produce **one** of the following specialist plasterer's finishes to contractor's working instructions:
 - a. Terrazzo work
 - b. Mosaic work
 - c. Scagliola work
 - d. polished plaster
- 7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - a. inspect and prepare backgrounds
 - b. prepare and produce Terrazzo, Mosaic, Scagliola and polished plasterer's finishes
 - c. apply specialist plasterer's finishes to vertical and horizontal surfaces
 - d. establish levels and falls
 - e. mix materials
 - f. work at height
 - g. use hand tools, power tools and equipment
- 7.4 safely use and store:
 - a. hand tools
 - b. portable power tools
 - c. ancillary equipment
- 7.5 state the needs of other occupations and how to communicate within a team when producing specialised plasterer's surfaces
- 7.6 describe how to maintain the tools and equipment used when producing specialised plasterer's surfaces.

Unit 754 Producing specialised plasterer's surfaces in the workplace

Supporting information

Guidance

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

- the Additional Requirements
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications.

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

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

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

Workplace evidence of skills cannot be simulated.

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

- Terrazzo work
- Mosaic work
- Scagliola work
- polished plaster.



Appendix 1 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.

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Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 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	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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