Level 2 Diploma in Dry Lining (6713-23)

September 2017 Version 1.2

City&
Guilds

Qualification at a glance

Subject area	Construction
City & Guilds number	6713
Age group approved	16 -18, 18+, 19+
Entry requirements	None
Assessment	Multiple choice/assignment
Support materials	Centre qualification handbook Assessment guidance Practical task manual
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 2 Diploma in Dry Lining	440	460	6713-23	601/3786/1

Version and date	Change detail	Section
1.1 December 2015	Updated range for LO 1, 3 and 4 in unit 201	Units
1.2 September 2017	Added TQT and GLH details	Qualification at a Glance, Structure
	Deleted QCF	Appendix

Contents

1 Introduction

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

Area	Description
Who is the qualification for?	The qualification is for learners who work or want to work in the construction industry. The installation of dry linings is a developing field and this qualification will provide training for new entrants, and professional updating for those already working as plasterers.
What does the qualification cover?	The qualification covers health and safety and principles of the construction industry with trade specific units covering the installation of ceiling systems, partitions, wall linings and encasement systems.
Is the qualification part of a framework or initiative?	It forms part of an apprenticeship framework in construction.
Who did we develop the qualification with?	The qualifications have been developed in association with a range of providers and employers.
What opportunities for progression are there?	It allows learners to progress into employment or to the following City & Guilds qualifications: • Level 2 NVQ Diploma in Plastering (Construction) • Level 3 NVQ Diploma in Plastering (Construction) • Level 2 Certificate in Construction Operations - General Construction • Level 2 Diploma in Plastering.

Structure

To achieve the **Level 2 Diploma in Dry Lining**, learners must achieve **46** credits. **43** credits must come from the mandatory units and a minimum of **3** credits from the optional units available.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Unit Level
Mandatory				

A/504/6719	201/601	Health, safety and welfare in construction	7	2
Y/504/6999	202/602	Principles of building construction, information and communication	6	2
J/506/5354	254	Install suspended ceiling systems	6	2
L/506/5355	255	Install partitions	6	2
R/506/5356	256	Install wall linings and encasement systems	6	2
H/506/5362	257	Fix sheet materials using direct bond method	5	2
D/506/5358	258	Apply taping and jointing systems to plasterboard	3	2
H/506/5359	259	Understand specialist systems for dry lining and interiors	4	2
Optional				
Y/506/5360	260	Apply finishing plaster to plasterboard	3	2
D/506/5361	261	Apply and finish sprayed plasters to plasterboard	4	2

Total Qualification Time

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

Title and level	GLH	TQT
Level 2 Diploma in Dry Lining	440	460

2   Centre requirements

Approval

There is no fast track approval for this qualification, existing centres who wish to offer this qualification must use the **standard** Qualification Approval Process.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

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

Resource requirements

Centre staffing

All staff who assess (tutor/deliver) these qualifications must:
- have recent relevant experience in the specific area they will be teaching;
- be technically competent in the area for which they are delivering training and/or have experience of providing training;
- have a CV available demonstrating relevant experience and any qualifications held.

All staff who quality assure these qualifications must:
- have a good working knowledge and experience within the construction industry;
- have an established strategy and documentary audit trail of internal quality assurance;
- have a good working knowledge of quality assurance procedures;
- have a CV available demonstrating relevant experience and any qualifications held.

While the Assessor/Verifier (A/V) units/TAQA are valued as qualifications for centre staff, they are not currently a requirement for these qualifications. However, we encourage trainers and assessors to qualify to the current TAQA standard.

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.

Learner entry requirements

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

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as this qualification is not approved for under 16s.

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 qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, 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 this qualification:

Description	How to access
Assessor Guidance	www.cityandguilds.com
Practical Task Manual	www.cityandguilds.com
Multiple Choice Questions	Walled Garden
Qualification approval form	www.cityandguilds.com/construction

4   Assessment

Unit	Title	Assessment method	Where to obtain assessment materials
201/ 601	Health, safety and welfare in construction	City & Guilds e-volve multiple choice test or on demand externally marked paper. The test covers all of the knowledge in the unit.	Examinations provided on e-volve or question papers ordered via Walled Garden.
202/ 602	Principles of building construction, information and communication	City & Guilds e-volve multiple choice test or on demand externally marked paper. The test covers all of the knowledge in the unit. .	Examinations provided on e-volve or question papers ordered via Walled Garden.
254	Install suspended ceiling systems	Multiple choice question paper, covering knowledge outcomes. Practical assignment, covering performance outcomes. Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.	www.cityandguilds.com

Unit	Title	Assessment method	Where to obtain assessment materials
255	Install partitions	Multiple choice question paper, covering knowledge outcomes. Practical assignment, covering performance outcomes. Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.	www.cityandguilds.com
256	Install wall linings and encasement systems	Multiple choice question paper, covering knowledge outcomes. Practical assignment, covering performance outcomes. Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.	www.cityandguilds.com
257	Fix sheet materials using direct bond method	Multiple choice question paper, covering knowledge outcomes. Practical assignment, covering performance outcomes. Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.	www.cityandguilds.com

Unit	Title	Assessment method	Where to obtain assessment materials
258	Apply taping and jointing systems to plasterboard	Multiple choice question paper, covering knowledge outcomes. Practical assignment, covering performance outcomes. Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.	www.cityandguilds.com
259	Understand specialist systems for dry lining and interiors	Multiple choice question paper, covering knowledge outcomes. The assessment is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.	www.cityandguilds.com
260	Apply finishing plaster to plasterboard	Multiple choice question paper, covering knowledge outcomes. Practical assignment, covering performance outcomes. Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.	www.cityandguilds.com

Unit	Title	Assessment method	Where to obtain assessment materials
261	Apply and finish sprayed plasters to plasterboard	Multiple choice question paper, covering knowledge outcomes. Practical assignment, covering performance outcomes. Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.	www.cityandguilds.com

Test specifications

The way the knowledge is covered by each test is laid out in the table[s] below:

Test 1: Unit 201/601 Health, safety and welfare in construction
Duration: 1 hour

Unit	Outcome	Number of questions	%
201/601	1 Know the health and safety regulations, roles and responsibilities	7	17.5
	2 Know accident and emergency reporting procedures and documentation	5	12.5
	3 Know how to identify hazards in the workplace	7	17.5
	4 Know about health and welfare in the workplace	3	7.5
	5 Know how to handle materials and equipment safely	2	5
	6 Know about access equipment and working at heights	3	7.5
	7 Know how to work with electrical equipment in the workplace	4	10
	8 Know how to use personal protective equipment (PPE)	5	12.5
	9 Know the cause of fire and fire emergency procedures	4	10
	Total	40	100

Test 2: Unit 202/602 Principles of building construction, information and communication
Duration: 80 minutes

Unit	Outcome	Number of questions	%
202/602	1 Understand how to select types of building information	5	12.5
	2 Know about environmental considerations in relation to construction	5	12.5
	3 Understand the construction of foundations	7	17.5
	4 Understand construction of internal and external walls	9	22.5
	5 Know about construction of floors	4	10

Unit	Outcome	Number of questions	%
	6 Know about construction of roofs	3	7.5
	7 Understand how to communicate in the Workplace	7	17.5
	Total	40	100

Test 3:   Unit 254 Install suspended ceiling systems
Duration: 40 minutes

Unit	Outcome	Number of questions	%
254	1 Know how to prepare to install suspended ceiling systems	11	50
	3 Know how to set out and install suspended ceiling systems	11	50
	Total	22	100

Test 4:   Unit 255 Install partitions
Duration: 40 minutes

Unit	Outcome	Number of questions	%
255	1 Know how to prepare to install partitions	11	52
	3 Know how to set out and install partitions	10	48
	Total	21	100

Test 5:   Unit 256 Install wall linings and encasement systems
Duration: 50 minutes

Unit	Outcome	Number of questions	%
256	1 Know how to prepare to install wall linings and encasement systems	11	41
	3 Know how to set out and install wall linings and encasement systems	16	59
	Total	27	100

Test 6:   Unit 257 Fix sheet materials using direct bond method
Duration: 30 minutes

Unit	Outcome	Number of questions	%
257	1 Know how to prepare to install plasterboards using direct bond method	11	65
	3 Know how to install plasterboards using direct bond method	6	35
	Total	17	100

Test 7:   Unit 258 Apply taping and jointing systems to plasterboard
Duration: 30 minutes

Unit	Outcome	Number of questions	%
258	1 Know how to prepare to apply and finish taping and jointing systems	8	53
	3 Know how to apply and finish taping and jointing systems	7	47
	Total	15	100

Test 8:   Unit 259 Understand specialist systems for dry lining and interiors
Duration: 50 minutes

Unit	Outcome	Number of questions	%
259	1 Understand passive fire protection solutions for dry lining and interiors	9	36
	2 Understand thermal insulation solutions for dry lining and interiors	8	32
	3 Understand acoustic systems for dry lining and interiors	8	32
	Total	25	100

Test 9:   Unit 260 Apply finishing plaster to plasterboard
Duration: 30 minutes

Unit	Outcome	Number of questions	%
260	1 Know how to prepare to apply finishing plaster	11	69
	3 Know how to apply finishing plaster to plasterboards	5	31
	Total	16	100

Test 10:   Unit 261 Apply and finish sprayed plasters to plasterboard
Duration: 40 minutes

Unit	Outcome	Number of questions	%
261	1 Know how to prepare to apply and finish sprayed setting plaster	12	57
	3 Know how to apply and finish sprayed setting plaster	9	43
	Total	21	100

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

5   Units

Availability of units

The following units can also be obtained from The Register of Regulated Qualifications: http://register.ofqual.gov.uk/Unit

Structure of units

These units each have the following:
- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Range explained

Range gives further scope on what areas within an assessment criteria must be covered. The range in a unit **must** be taught to learners and parts of the range will be assessed.

Unit 201/601 Health, safety and welfare in construction

UAN:	A/504/6719
Level:	2
Credit value:	7
GLH:	70
Endorsement by a sector or regulatory body:	This unit is endorsed by Construction Skills, the Sector Skills Council for the construction industry.
Aim:	The aim of this unit is to provide the learner with the knowledge to carry out safe working practices in construction, in relation to sourcing relevant safety information and using the relevant safety procedures at work

Learning outcome
The learner will:
1. know the health and safety regulations, roles and responsibilities
Assessment criteria
The learner can:
1.1 identify **health and safety legislation** relevant to and used in the construction environment
1.2 state **employer and employee responsibilities** under the Health and Safety at Work Act (HASWA)
1.3 state **roles and responsibilities** of the Health and Safety Executive (HSE)
1.4 identify **organisations** providing relevant health and safety information
1.5 state the importance of holding on-site safety inductions and toolbox talks.

Range
Health and safety legislation
Health and Safety at Work Act, Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Control of Substances Hazardous to Health (COSHH), Construction, Design and Management (CDM) regulations , Provision and Use of Work Equipment Regulations (PUWER), manual handling operations Regulations, Personal Protective Equipment (PPE) at Work Regulations, Work at Height Regulations, Control of Noise at Work Regulations, Control of Vibration at Work Regulations , Electricity at Work Regulations, Lifting operations and Lifting Equipment Regulations (LOLER)

Employer responsibilities

Safe working environment, adequate staff training, health and safety information, site inductions, toolbox talks, risk assessment, supervision, PPE, reporting hazards, accidents and near misses, sections 2 to 9 of Health and Safety at Work Act, CDM reg's, construction phase plans, welfare, display public liability Insurance and health and safety law poster.

Employee responsibilities

Working safely, working in partnership with the employer, reporting hazards, accidents and near misses, following organisational procedures as per Sections 2 to 9 of Health and Safety at Work Act.

Roles and responsibilities:

Enforcement (including fees for intervention), legislation and advice, inspection, investigation eg site investigations.

Organisations

Health and Safety Executive (HSE) website, Institute of Occupational Safety and Health, British Safety Council, 'manufacturer', ROSPA.

Learning outcome
The learner will:
2. know accident and emergency reporting procedures and documentation

Assessment criteria
The learner can:
2.1 state legislation used for reporting accidents
2.2 state major **types of emergencies** that could occur in the workplace
2.3 identify reportable injuries, diseases and dangerous occurrences as per RIDDOR
2.4 state main types of **records** used in the event of an accident, emergency and near miss and reasons for reporting them
2.5 identify **authorised personnel** involved in dealing with accident and emergency situations
2.6 state **actions** to take when discovering an accident.

Range
Types of emergencies
Fires, security incidents, gas leaks.
Records:
Accident book, first aid records, organisational records and documentation.
Authorised personnel
First aiders, supervisors/managers, health and safety executive, emergency services, safety officer.
Actions

Area made safe, call for help, emergency services.

Learning outcome
The learner will: 3. know how to identify hazards in the workplace
Assessment criteria
The learner can: 3.1 state the importance of **good housekeeping** 3.2 state reasons for risk assessments and method statements 3.3 identify **types of hazards** in the workplace 3.4 state the importance of the correct storage of combustibles and chemicals on site 3.5 identify different **signs and safety notices** used in the workplace.

Range
Good housekeeping: Cleanliness, tidiness, use of skips and chutes, segregation of materials, clear access to fire escapes, clear access to fire extinguishers. Types of hazards: Fires, slips, trips and falls, hazardous substances (relating to inhalation, absorption, exposure, ingestion, cross-contamination), electrical, asbestos, manual handling, plant and vehicle movement, adverse weather. Signs and safety notices: Prohibition, mandatory, warning, safe condition, supplementary.

Learning outcome
The learner will: 4. know about health and welfare in the workplace
Assessment criteria
The learner can: 4.1 identify requirements for welfare facilities in the workplace as per Construction Design Management (CDM) 4.2 state health effects of noise and **precautions** that can be taken 4.3 state **risks** associated with drugs, alcohol and medication which could affect performance in the workplace.

Range
Precautions Reducing noise at source, PPE, isolation, exposure time. Risks Reduced risk perception, loss of concentration, balance problems, absenteeism and reduced productivity.

Learning outcome
The learner will:
5. know how to handle materials and equipment safely
Assessment criteria
The learner can:
5.1 identify legislation relating to safe handling of materials and equipment
5.2 state procedures for safe lifting and manual handling activities in accordance with guidance and legislation
5.3 state the importance of using **lifting aids** when handling materials and equipment.

Range
Lifting aids
Wheelbarrow, sack barrow, mechanical lifting aids, pallet truck.

Learning outcome
The learner will:
6. know about access equipment and working at heights
Assessment criteria
The learner can:
6.1 identify legislation relating to working at heights
6.2 identify types of **access equipment**
6.3 state **safe methods** of use for **access equipment**
6.4 identify **dangers** of working at height.

Range
Access equipment:
Stepladders, ladders (pole, extension), trestles, hop-ups, proprietary scaffolding, podium, stilts
Safe methods
Regular inspection, check for broken, damaged or missing components, responsible use, consideration of adverse weather conditions, good housekeeping
Dangers
Falling tools, falling equipment, falling materials, persons falling from height (injuries to themselves and others).

Learning outcome
The learner will:
7. know how to work with electrical equipment in the workplace
Assessment criteria

The learner can:

7.1 state **precautions** to take to avoid risks to self and others when working with electrical equipment

7.2 state **dangers** of using electrical equipment

7.3 identify **voltages** and voltage colour coding that are used in the workplace

7.4 state **methods** of storing electrical equipment.

Range
Precautions Check leads, check plugs, use of cable hangers, check tools and equipment, current valid PAT certificate Dangers: Burns, electrocution, fire. Voltages Battery powered, 110/115 volts, 230/240 volts and 415 volts. Methods Components present, equipment cleaned, checked for damage, stored in a clean and secure location.

Learning outcome
The learner will: 8. know how to use Personal Protective Equipment (PPE)
Assessment criteria
The learner can: 8.1 state the legislation governing use of Personal Protective Equipment (PPE) 8.2 state **types of PPE** used in the workplace 8.3 state the importance of PPE 8.4 state why it is important to store, maintain and use PPE correctly 8.5 state the importance of checking and reporting damaged PPE.

Range
PPE: Head protection, eye protection, ear protection, face/dust masks, breathing apparatus, high visibility clothing, safety footwear, gloves, sun protection, barrier cream, water proofs, knee pads, overalls/disposable clothing

Learning outcome
The learner will: 9. know the cause of fire and fire emergency procedures
Assessment criteria
The learner can:

9.1 state **elements** essential to creating a fire
9.2 identify methods of fire prevention
9.3 state actions to be taken on discovering a fire
9.4 state **types of fire extinguishers** and their uses.

Range
Elements Oxygen, fuel, heat. Types of fire extinguishers: Water, foam, CO2, dry powder.

Unit 202/602   Principles of building construction, information and communication

UAN:	Y/504/6999
Level:	2
Credit value:	6
GLH:	55
Endorsement by a sector or regulatory body:	This unit is endorsed by ConstructionSkills, the Sector Skills Council for the construction industry.
Aim:	The aim of this unit is to provide the learner with the knowledge of building methods and construction technology in relation to: • understanding a range of building materials used within the construction industry and their suitability to the construction of modern buildings. • source relevant information and apply it to relevant tasks • calculating the resources from required drawings and specifications.

Learning outcome
The learner will: 1. understand how to select types of building information
Assessment criteria
The learner can: 1.1 interpret **information sources** used in construction 1.2 interpret scale, **symbols** and **hatchings** on a working drawing 1.3 explain the purpose of **benchmarks** used in construction.

Range
Information sources Drawings, schedules, specifications, programme of work, organisational chart, method statements, risk assessment, manufacturers' technical information, bill of quantities, order requisitions, delivery notes, variation orders, permits to work, signs and notices. **Symbols** WC, sink, bath, door, window

Hatchings
Brickwork, timber (wrot and unwrot), blockwork, concrete, hardcore, sub soil, insulation, damp proof course (DPC), damp proof membrane (DPM)

Benchmarks
Site datums, temporary bench marks (TBM), ordnance bench marks (OBM).

Learning outcome
The learner will: 2.   know about environmental considerations in relation to construction
Assessment criteria
The learner can: 2.1 describe thermally insulated **materials** 2.2 describe **methods** of making buildings water efficient 2.3 describe **methods** of making buildings energy efficient 2.4 state environmental-friendly **building materials** 2.5 state **procedures** for waste management

Range
Materials Polyisocyanurate (PIR), Expanded Polystyrene (EP), fibre glass, mineral wool, double glazed units, multi-foil insulation. Methods (AC2.2) Efficient sanitary ware, water harvesting. Methods (AC2.3) Low energy lighting, automatic movement sensors, solar panels, wind turbines, heat source, biomass heating. Building materials: Locally sourced, managed timber (FSC), lime, sheep wool, recycled materials, straw. Procedures Segregation and recycling of waste, safe disposal of hazardous materials, Local Exhaust Ventilation (LEV).

Learning outcome
The learner will: 3.   understand the construction of foundations
Assessment criteria

The learner can:

3.1 describe **factors** to be considered when selecting **foundations**
3.2 describe **materials** and mix-ratios used in concrete foundations
3.3 explain how to **set out** foundations
3.4 explain **factors** to consider when excavating foundations
3.5 describe **methods** of transferring datums
3.6 calculate the volume of concrete used in pile foundation.

Range

Factors (AC3.1)
Ground conditions (subsoil), strength, types of building.

Foundations
Strip, raft, pile, pad.

Materials
Course aggregate, fine aggregate, cement, water, steel reinforcement, sulphate-resisting cement, ordinary portland cement, frost proofing, accelerators, retardants.

Set out
3:4:5 method, diagonals, profiles, builder's square.

Factors (AC3.4)
Underground services, proximity to neighbouring buildings, tree roots, ground conditions.

Methods
Optical/laser level, straight edge and spirit level

Learning outcome
The learner will: 4. understand construction of internal and external walls
Assessment criteria
The learner can: 4.1 describe **wall components** 4.2 explain the importance of a Damp Proof Course (DPC) 4.3 calculate the area of a gable 4.4 identify **additives** used in mortar 4.5 identify different types of **bonding** 4.6 describe the differences between load-bearing and non-load-bearing internal walls 4.7 calculate the volume of paint required to cover a wall area.

Range

Wall components
Brick, block, insulation, Damp Proof Course (DPC), lintels, wall ties, airbrick and liner, cavity closures, stud partition, light density blocks, plasterboard, plaster.

Additives
Retardant, accelerant, frost inhibitor, cement dyes, plasticiser.

Bonding
Stretcher, English, Flemish.

Learning outcome
The learner will:
5. know about construction of floors
Assessment criteria
The learner can:
5.1 describe **floor components**
5.2 calculate the linear quantity of floor boarding to cover an irregular shaped area
5.3 calculate additional quantities of wastage using percentage.

Range
Floor components
Hard core, blinding sand, Damp Proof Membrane (DPM), insulation, oversite concrete, block and beam, pre-cast floor panels, screed (dry, self-levelling) sleeper walls, wall plates, DPC, joists, joist hangers, floor covering.

Learning outcome
The learner will:
6. know about construction of roofs
Assessment criteria
The learner can:
6.1 describe **types** of roofs
6.2 describe **roof components.**

Range
Types
Gable-ended, flat, hipped, lean-to.
Roof components
Purlins, rafters, truss rafters, ridge, batten/lathe, fascia, soffit, barges, valleys, wall plate, flashings, felt, slate/tile, insulation, joists, wall plate straps.

Learning outcome
The learner will:
7.   understand how to communicate in the workplace

Assessment criteria
The learner can:
7.1 describe **job roles** within building teams
7.2 explain **key personnel** involved in day to day communication
7.3 state **information** needed when requesting materials
7.4 identify methods of communication used to relay information to colleagues and others
7.5 describe advantages and disadvantages of **methods of communication**
7.6 state **occasions** when clear communication is vital in the workplace
7.7 explain **benefits** of positive communication with colleagues and others.

Range
Job roles
Professional, technician, trade, general operative.
Key personnel
Site manager, supervisors, fellow operatives.
Information
Dimensions, quantities, type, when and where required, contact name and details.
Methods of communication (AC7.4)
Letters, emails, telephone, memos, verbal, posters, signs, meetings, radio, text messages
Methods of communication (AC7.5)
Written, verbal
Occasions
Changes to risk assessments, work restrictions, changes to method statement, permits to work, changes to legislation.
Benefits
Improved motivation, avoid conflict, complying with equality and diversity, meeting deadlines.

Unit 254   Install suspended ceiling systems

Unit reference:	J/506/5354
Level:	2
Credit value:	6
GLH:	60
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by ConstructionSkills, the Sector Skills Council for the construction industry
Aim	The aim of this unit is to provide the learner with the knowledge and skills relating to setting out and fixing dry lining ceiling systems

Learning outcome
The learner will:
1. Know how to prepare to install suspended ceiling systems
Assessment criteria
The learner can:
1.1 describe **information sources** for installing **suspended ceiling systems**
1.2 describe health and safety **legislation and guidance** relating to installing ceiling systems
1.3 identify **reasons** for **risk assessments** and method statements
1.4 describe **methods** of protecting the working and surrounding area
1.5 identify **access equipment** for installing suspended ceiling systems
1.6 identify **tools** for installing suspended ceiling systems
1.7 identify **components, sheet materials** and **fixings** for installing ceiling systems
1.8 describe procedures for handling and storing materials in accordance with manufacturers' guidelines

Range
Information sources
Manufacturers' information, specifications, drawings, schedules, written or verbal instructions
Suspended ceiling systems
Metal Furring suspended ceiling system

Legislation and guidance

Health and Safety at Work Act (HASAWA), The Work at Height Regulations (WHR), The Provision and Use of Work Equipment Regulations(PUWER), Manual Handling Operations Regulations (MHOR), Disposing of waste, Mobile Elevated Working Platforms (MEWP), Control of Substances Hazardous to Health (COSHH), Reporting Injuries Diseases Occurrence Regulations (RIDDOR)

Reasons risk assessment

Identify risks involved, safe systems of work, manufacturers' technical information, identify PPE, identify training and induction requirements, access arrangements, storage of materials

Methods

Temporary barriers, dustsheets, hazard tapes, floor protection, safety signage, hoarding

Access Equipment

Trestles, tower scaffold, tubular scaffold, hop up and low level platform, scissor lifts, stilts

Tools

Tools for installing plasterboard: Tape measure, utility knife, straight edge, surform, dry wall saw, T strut, pad saw, tank cutter, chalk line, spirit level, utility pouch, cordless drill, impact driver, dry wall screw gun, collated self feeder screw gun

Tools for installing metal systems: Cordless drill, hammer drill, chop saw, angle grinder, dry wall screw gun, collated self feeder screw gun, nail guns

Components and fixings

Components: Ceiling section / metal furring, perimeter channel, support components and hangers

Fixings: Wafer head screws, dry wall screws, nailable plugs, nuts and bolts

Sheet materials and fixings

Sheet materials: Standard wall board, specialist boards eg fire, thermal, sound, vapour, moisture

Fixings: Collated screws, dry wall screws

Learning outcome
The learner will: 2. Be able to prepare to install ceiling systems
Assessment criteria
The learner can: 2.1 calculate required quantities of materials from specifications and working drawings   2.2 interpret risk assessments for safely installing ceiling systems

2.3 use drawings to identify the location of access panels and services

2.4 select and use appropriate **personal protective equipment** (PPE) for installing ceiling systems

2.5 select **tools** for installing ceiling systems

2.6 select **metal components, sheet materials** and **fixings** for installing ceiling systems

2.7 prepare and **protect** working and surrounding areas

2.8 select access equipment for installing ceiling systems

2.9 report problems to authorised personnel

2.10 handle and store materials in accordance with manufacturers' guidance

Range

PPE
Safety footwear, overalls, respiratory equipment, ear defenders, safety glasses, protective gloves, hard hat, high visibility clothing

Tools
Hand Tools: Tape measure, tin snips, laser level/spirit level/water level, utility knife, straight edge, surform, dry wall saw, hammer, locking C clamps, T strut, guillotine
Power Tools: cordless drill, hammer drill, chop saw, angle grinder, dry wall screw gun, collated self feeder screw gun, nail guns

Metal components and fixings
Metal components: Ceiling section/ metal furring, perimeter channel, support components and hangers / cleats
Fixings: wafer head screws, dry wall screws, nailable plugs

Sheet materials and fixings
Sheet materials: Standard wall board, specialist boards eg fire, thermal, sound, vapour, moisture
Fixings: collated screws, dry wall screws

Protect
Use of temporary barriers, dustsheets, hazard tapes, floor protection, safety signage, hoarding

Learning outcome
The learner will:
3.   Know how to set out and install suspended ceiling systems
Assessment criteria
The learner can:
3.1   describe the differences between metal furring suspended ceiling systems and ceiling lining systems
3.2   identify types of **background materials** from drawings and specifications
3.3   identify **components** and **fixings** for different ceiling systems and **backgrounds**
3.4   describe the **importance** of selecting the correct fixings for the suspension of ceiling systems
3.5   describe **installation procedures** for ceiling systems
3.6   describe **procedures** for fixing plasterboards
3.7   identify suitable methods to dispose of waste following legislation and guidance

Range
Background materials
Block, beam and fill, timber, pre cast concrete slabs, steel sheeting, metal purlins
Components and fixings
Ceiling section/ metal furring, perimeter channel, support components and hangers / cleats, straps, self tapping screws, dry wall screws, clips
Importance
fire rated systems regarding suitability of fixings, assess correct fixings regarding the calculated weight of the finished ceiling
Installation procedures
Preparing to set out, set out, install
Procedures
Set out, install

Learning outcome
The learner will:
4.   Be able to set out and install ceiling systems
Assessment criteria
The learner can:
4.1   carry out work in line with current health and safety legislation and guidance
4.2   set up access equipment to the appropriate working height

4.3   set out metal furring suspended ceiling system to accommodate services and access
4.4   install metal furring suspended ceiling system
4.5   fix plasterboard to metal furring suspended ceiling system
4.6   leave area clean and tidy on completion of work
4.7   **dispose of waste** in accordance with legislation and official guidance

Range
Dispose of waste
Recycling, sustainability

Unit 254 Install suspended ceiling systems
Supporting information

Guidance
Learning Outcome 1
Metal furring ceilings refer to suspended grid and channel systems

Unit 255   Install partitions

Unit reference:	L/506/5355
Level:	2
Credit value:	6
GLH:	55
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by ConstructionSkills, the Sector Skills Council for the construction industry
Aim	The aim of this unit is to provide the learner with the knowledge and skills relating to setting out and fixing partitions

Learning outcome
The learner will:
1. Know how to prepare to install partitions
Assessment criteria
The learner can:
1.1   describe **information sources** for installing partitions
1.2   describe health and safety **legislation and guidance** relating to installing partitions
1.3   identify **reasons** for **risk assessments** and method statements
1.4   describe **methods** of protecting the working and surrounding area
1.5   identify **access equipment** for installing partitions
1.6   identify **tools** for installing partitions
1.7   identify metal **components, sheet materials** and **fixings** used for partitions
1.8   describe procedures for handling and storing materials in accordance with manufacturers' guidelines

Range
Information sources
Manufacturers' information, specifications, drawings, written or verbal instructions
Legislation and guidance
Health and Safety at Work Act (HASAWA), The Work at Height Regulations (WHR), The Provision and Use of Work Equipment Regulations(PUWER), Manual Handling Operations Regulations (MHOR), Disposing of waste, Mobile Elevated Working Platforms (MEWP), Control of Substances

Hazardous to Health (COSHH), Reporting Injuries Diseases Occurrence Regulations (RIDDOR)

Reasons for risk assessment

Identify risks involved, safe systems of work, manufacturers' technical information, identify PPE, identify training and induction requirements, access arrangements, storage of materials

Methods

Temporary barriers, dustsheets, hazard tapes, floor protection, safety signage

Access Equipment

Trestles, tower scaffold, tubular scaffold, hop up and low level platform, scissor lifts

Tools

Tools for installing plasterboard: Tape measure, utility knife, straight edge, T square, surform, dry wall saw, pad saw, tank cutter, board lifter / foot lifter, chalk line, spirit level, utility pouch, cordless drill, dry wall screw gun, collated self feeder screw gun, impact driver

Tools for installing metal systems: Tape measure, chalk line, tin snips, laser level/spirit level, hammer, guillotine, crimpers, chop saw, angle grinder, nail guns, hammer drill, utility pouch

Metal components and fixings

Metal components: Track, C studs, I studs, fixing strap, pattress, fixing channels

Fixings: Wafer head screws, dry wall screws, nailable plugs, jackpoint screws

Sheet materials and fixings

Sheet materials: Standard wall board, specialist boards eg fire, thermal, sound, vapour, moisture, cement fibre board

Fixings: Collated screws, dry wall screws

Learning outcome
The learner will: 2.   Be able to prepare to install partitions
Assessment criteria
The learner can: 2.1   calculate required quantities of materials from specifications and working drawings 2.2   interpret risk assessments for safely installing partitions 2.3   use drawings to identify the location of access panels and services 2.4   select and use appropriate **personal protective equipment (PPE)** for installing partitions 2.5   select **tools** for installing partitions 2.6   select **metal components, sheet materials** and **fixings** for installing partitions

2.7	prepare and **protect** working and surrounding areas
2.8	select access equipment for installing partitions
2.9	report problems to authorised personnel
2.10	handle and store materials in accordance with manufacturers' guidance

Range
PPE Safety footwear, overalls, respiratory equipment, ear defenders, safety glasses, protective gloves, hard hat, high visibility clothing **Tools** **Hand Tools:** Tape measure, tin snips, laser level/spirit level/water level, utility knife, straight edge, T square, surform, dry wall saw, hammer, guillotine, crimpers **Power Tools:** Cordless drill, hammer drill, chop saw, angle grinder, dry wall screw gun, collated self feeder screw gun, nail guns **Metal components and fixings** **Metal components:** Track, C studs, I studs, fixing strap, pattress, fixing channels **Fixings:** Wafer head screws, dry wall screws, nailable plugs, jackpoint screws **Sheet materials and fixings** **Sheet materials:** Standard wall board, specialist boards eg fire, thermal, sound, moisture, cement fibre board **Fixings:** Collated screws, dry wall screws

Learning outcome
The learner will: 3. Know how to set out and install partitions

Assessment criteria
The learner can:

3.1 identify the **characteristics of metal** used in partition systems

3.2 identify types of **background materials** from drawings and specifications

3.3 identify **components** and **fixings** for partitions

3.4 describe **installation procedures** for partitions

3.5 describe **procedures** for fixing plasterboards

3.6 identify suitable methods to dispose of waste following legislation and guidance

Range
Characteristics of metal Widths and depths of track/channel, widths of stud, gauges of steel in stud **Background materials**

Various types eg timber, steel, concrete block, pre-cast concrete, brick

Drawings
Detailed drawings, block plans, elevations, section through, layout plans

Components
Track/channel, studs

Fixings
Wafer head screws, dry wall screws, nailable plugs, cartridge fixings

Installation procedures
Preparing to set out, set out, install

Procedures
Set out, install

Learning outcome
The learner will: 4. Be able to set out and install partitions
Assessment criteria
The learner can: 4.1   carry out work in line with current health and safety legislation and guidance 4.2   set up access equipment to the appropriate working height 4.3   **set out and install** partition to accommodate services, junctions door and window openings 4.4   fix plasterboard to partition 4.5   leave area clean and tidy on completion of work 4.6   **dispose of waste** in accordance with legislation and official guidance

Range
Set out and install Junctions, external and internal angles, doorways and window openings **Dispose of waste** Recycling, sustainability

Unit 256   Install wall linings and encasement systems

Unit reference:	R/506/5356
Level:	2
Credit value:	6
GLH:	60
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by ConstructionSkills, the Sector Skills Council for the construction industry
Aim	The aim of this unit is to provide the learner with the knowledge and skills relating to the installation of wall linings and encasement systems

Learning outcome
The learner will:
1. Know how to prepare to install wall linings and encasement systems
Assessment criteria
The learner can:
1.1 describe **information sources** for installing wall linings and encasement systems
1.2 describe health and safety **legislation** and **guidance**
1.3 identify **reasons** for **risk assessments** and method statements
1.4 describe **methods** of protecting the working and surrounding area
1.5 identify **access equipment** for installing wall linings and encasement systems
1.6 identify **tools** for installing wall linings and encasement systems
1.7 identify **components, sheet materials** and **fixings** for installing wall linings and encasement systems
1.8 describe procedures for handling and storing materials in accordance with manufacturers' guidance

Range
Information sources
Manufacturers' information, specifications, drawings, schedules, written or verbal instructions, building regulations Part L and Part E

Legislation and guidance
Health and Safety at Work Act (HASAWA), The Work at Height Regulations (WHR), The Provision and Use of Work Equipment Regulations(PUWER), Manual Handling Operations Regulations (MHOR), Disposing of waste, Mobile Elevated Working Platforms (MEWP), Control of Substances Hazardous to Health (COSHH), Reporting Injuries Diseases Occurrence Regulations (RIDDOR)

Reasons risk assessment |

Identify risks involved, safe systems of work, manufacturers' technical information, identify PPE, identify training and induction requirements, access arrangements, storage of materials

Methods
Temporary barriers, dustsheets, hazard tapes, floor protection, safety signage

Access Equipment
Trestles, tower scaffold, tubular scaffold, hop up platform, scissor lifts

Tools
Tools for installing plasterboard: Tape measure, utility knife, straight edge, T square, surform, dry wall saw, pad saw, tank cutter, board lifter/foot lifter, chalk line, spirit level, utility pouch, cordless drill, dry wall screw gun, collated self feeder screw gun, impact driver

Tools for installing metal systems: Tape measure, chalk line, tin snips, laser level/spirit level, hammer, guillotine, crimpers, chop saw, angle grinder, nail guns, hammer drill, utility pouch

Components and fixings
Components: Track/channel, intumescent mastic, steel angle, C stud / metal furring, I stud, brackets, fixing strap
Fixings: Wafer head screws, dry wall screws, nailable plugs, staples, framing / fixing clips, fixing plate, hammer screw fixings

Sheet materials and fixings
Sheet materials: Standard wall board, specialist boards eg fire, thermal, sound, vapour, moisture, cement fibre board, glass reinforced gypsum board
Fixings: Collated screws, dry wall screws, wafer head screws

Learning outcome
The learner will: 2. Be able to prepare to install wall linings and encasement systems
Assessment criteria
The learner can: 2.1 calculate required quantities of materials from specifications and working drawings 2.2 interpret risk assessments for safely installing wall linings and encasement systems 2.3 use drawings to identify the location of access panels and services 2.4 select and use appropriate **personal protective equipment** (PPE) for installing wall linings and encasement systems 2.5 select **tools** for installing wall linings and encasement systems 2.6 select **components, sheet materials** and **fixings** for installing wall linings and encasement systems

2.7	prepare and **protect** working and surrounding areas
2.8	select access equipment for installing wall linings and encasement systems
2.9	report problems to authorised personnel
2.10	handle and store materials in accordance with manufacturers' guidance

Range

Personal Protective Equipment

Safety footwear, overalls, respiratory equipment, ear defenders, safety glasses, protective gloves, hard hat, high visibility clothing

Tools

Hand Tools: Tape measure, tin snips, laser level/spirit level/water level, utility knife, straight edge, T square, surform, dry wall saw, hammer, guillotine

Power Tools: Cordless drill, hammer drill, chop saw, angle grinder, dry wall screw gun, collated self feeder screw gun, nail guns

Components and fixings

Components: Channel, intumescent mastic, steel angle, C stud / metal furring, I stud, brackets, fixing strap

Fixings: Wafer head screws, dry wall screws, nailable plugs, staples, framing / fixing clips, fixing plate, hammer screw fixings

Sheet materials and fixings

Sheet materials: Standard wall board, specialist boards eg fire, thermal, sound, vapour, moisture, cement fibre board, glass reinforced gypsum board

Fixings: Collated screws, dry wall screws, wafer head screws

Protect

Use of temporary barriers, dustsheets, hazard tapes, floor protection, safety signage

Learning outcome

The learner will:

3. Know how to set out and install wall linings and encasement systems

Assessment criteria

The learner can:

3.1	describe the differences between frame and frameless encasement systems
3.2	identify types of **background materials** from drawings and specifications
3.3	identify **components** and **fixings** for wall linings
3.4	identify **components** and **fixings** for encasement systems
3.5	describe **installation procedures** for wall linings

3.6   describe **installation procedures** for framed encasement systems
3.7   describe **installation procedures** for frameless encasement systems
3.8   describe **procedures** for fixing plasterboards
3.9   identify suitable methods to dispose of waste following legislation and guidance

Range
Background materials Steel, concrete block, pre-cast concrete, brick, timber
AC3.3 Components Track/channel, linings/studs, brackets, straps, connector
AC 3.3 Fixings Wafer head screws, dry wall screws, clips, jackpoint screws, nailable plugs
AC3.4 Components Track/channel, C studs / metal furring, fixing strap, metal angle
AC 3.4 Fixings Wafer head screws, dry wall screws, specialist screws, staples, framing / fixing clips, fixing plate
Installation procedures Preparing to set out, set out, install
Procedures Set out, install

Learning outcome
The learner will:
4.   Be able to set out and install wall linings and encasement systems
Assessment criteria
The learner can:
4.1   carry out work in line with current health and safety legislation and guidance
4.2   set up access equipment to the appropriate working height
4.3   set out and install **wall linings** and frame and frameless encasement systems
4.4   leave work area clean and tidy on completion of work
4.5   **dispose of waste** in accordance with legislation and official guidance

Range
Wall linings Internal angle, door openings, window openings

Dispose of waste
Recycling, sustainability

Unit 256   Install wall linings and encasement systems

Supporting information

Guidance

When assessing learners on the installation of encasement systems the beam could be in situ or stand alone depending on availability within the centre.

Unit 257 Fix sheet materials using direct bond method

Unit reference:	H/506/5362
Level:	2
Credit value:	5
GLH:	50
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by ConstructionSkills, the Sector Skills Council for the construction industry
Aim	The aim of this unit is to provide the learner with the knowledge and skills to install plasterboards using the direct bond method

Learning outcome
The learner will:
1. Know how to prepare to install plasterboards using direct bond method
Assessment criteria
The learner can:
1.1 describe **information sources** for installing plasterboards
1.2 describe health and safety **legislation** and **guidance** relating to installing plasterboards
1.3 identify **reasons** for **risk assessments** and method statements
1.4 describe **methods** of protecting the working and surrounding area
1.5 identify **access equipment** for installing plasterboards
1.6 identify **tools** and **equipment** for mixing and applying adhesives and compounds
1.7 identify **materials** used for installing plasterboards
1.8 state working **requirements** for the preparing and mixing area
1.9 describe **problems** associated with mixing, applying and installing plasterboards
1.10 state methods of preparing **background surfaces**
1.11 state procedures for handling and storing materials in accordance with manufacturers' guidelines

Range

Information sources

Manufacturers' information, specifications, drawings, schedules, written or verbal instructions, building regulations Part L and Part E

Legislation and guidance

HASAWA, The Work at Height Regulations (WHR), The Provision and Use of Work Equipment Regulations, Manual Handling Operations Regulations (MHOR), COSHH

Reasons risk assessment

Identify risks involved, safe systems of work, manufacturers' technical information, identify PPE, identify training and induction requirements, access arrangements, storage of materials

Methods

Temporary barriers, dustsheets, hazard tapes, floor protection, safety signage

Access equipment

Platforms, trestles, tower scaffold, tubular scaffolds, hop up and low level platform

Tools

Mixing drill and whisk, mixing wheel, bucket trowel, gauging trowel, cleaning brush, trowel and hawk

Equipment

Buckets, spot board, stand, transformer, extension leads

Materials

Types of sheet materials, fixings and adhesives

Requirements

Ventilated area, power source , water source and storage

Problems

Out of date plasters, over mixing, under mixing, air setting, damaged plasterboard, background preparation, perimeter seals, correct centres of dabs, preventing cold spots (thermal bridging)

Background surfaces

Internal party walls, separating dividing walls between properties, composite and moisture

Learning outcome
The learner will:
2. Be able to prepare to install plasterboards using direct bond method

Assessment criteria
The learner can:
2.1 calculate required quantities of materials from specifications and working drawings
2.2 interpret risk assessments for safely fixing plasterboards using direct bond
2.3 assess the suitability of the background prior to installing plasterboard using direct bond method
2.4 use drawings to identify the location of services
2.5 select and use appropriate **personal protective equipment** (PPE)
2.6 select **tools** and **equipment** to install plasterboards
2.7 prepare and **protect** working and surrounding areas
2.8 select access equipment for installing plasterboards
2.9 report **problems** when mixing, selecting and fixing materials
2.10 handle and store materials in accordance with manufacturers' guidelines

Range
Personal Protective Equipment Safety footwear, overalls, respiratory equipment, ear defenders, safety glasses, protective gloves, hard hat, High visibility clothing **Tools** Mixing drill and whisk, mixing wheel, bucket trowel, gauging trowel scoop, cleaning brush, pouch, spirit level, tape measure, utility knife, pad saw, dry wall saw, straight edge, chalk line, trowel and hawk, box rule, foot lifter / board lifter, surform, flat brush **Equipment** Buckets, spot board, stand, transformer, extension leads **Protect** Temporary barriers, dustsheets, specialised products, hazard tapes, floor protection, safety signage **Problems** Out of date plasters, over mixing, under mixing, air setting, damaged plasterboard, background preparation, perimeter seals, correct centres of dabs, preventing cold spots (thermal bridging)

Learning outcome
The learner will:
3. Know how to install plasterboards using direct bond method

Assessment criteria
The learner can:
3.1 identify types of **background materials** from drawings and specifications
3.2 identify **tools** and **equipment** for installing plasterboards using direct bond method
3.3 describe the process of mixing adhesives and compounds
3.4 describe **installation procedures** for fixing plaster boards
3.5 identify suitable methods to dispose of waste following legislation and guidance

Range
Background materials brick, block, stone, pre-cast concrete, solid pre-plastered surface **Tools** Mixing drill and whisk, mixing wheel, bucket trowel, gauging trowel, cleaning brush, pouch, spirit level, tape measure, utility knife, pad saw, dry wall saw, straight edge, chalk line, trowel and hawk, box rule, foot lifter / board lifter, surform, flat brush, rasp **Equipment** Buckets, spot board, stand, transformer, extension leads **Installation procedures** Set out, install

Learning outcome
The learner will:
4. Be able to install and fix plasterboards using direct bond method

Assessment criteria
The learner can:
4.1 carry out work in line with current health and safety legislation and guidance
4.2 set up access equipment to the appropriate working height
4.3 mix direct bond adhesives and compounds
4.4 **set out, mix and install** using direct bond method
4.5 leave area clean and tidy on completion of work
4.6 dispose of **waste** in accordance with legislation and official guidance

Range
Set out mix and install External and internal angles, doorways, window openings, services, perimeter seals, additional dabs eg skirtings, wall cupboards

Disposal of waste
Recycling and sustainability

Unit 258   Apply taping and jointing systems to plasterboard

Unit reference:	D/506/5358
Level:	2
Credit value:	3
GLH:	30
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by ConstructionSkills, the Sector Skills Council for the construction industry
Aim	The aim of this unit is to provide the learner with the knowledge and skills of applying taping and jointing systems to plasterboard

Learning outcome
The learner will: 1.   Know how to prepare to apply and finish taping and jointing systems
Assessment criteria
The learner can: 1.1   describe **information sources** for taping and jointing systems 1.2   describe health and safety **legislation and guidance** relating to taping and jointing systems 1.3   identify **reasons** for **risk assessments** and method statements 1.4   describe **methods** of protecting the working and surrounding area 1.5   identify **access equipment** for taping and jointing systems 1.6   identify **tools** and **equipment** for taping and jointing systems 1.7   identify air drying and setting materials used for applying and finishing taping and jointing systems 1.8   describe procedures for handling and storing materials in accordance with manufacturers' guidelines

Range
Information sources Manufacturers' information, specifications, drawings, schedules, written or verbal instructions **Legislation and guidance** Health and Safety at Work Act (HASAWA), The Work at Height Regulations (WHR), The Provision and Use of Work Equipment Regulations(PUWER),

Manual Handling Operations Regulations (MHOR), Disposing of waste, Mobile Elevated Working Platforms (MEWP), Control of Substances Hazardous to Health (COSHH), Reporting Injuries Diseases Occurrence Regulations (RIDDOR)

Reasons for risk assessment
Identify risks involved, safe systems of work, manufacturers' technical information, identify PPE, identify training and induction requirements, access arrangements, storage of materials

Methods of protecting
Temporary barriers, dustsheets, hazard tapes, floor protection, safety signage

Access Equipment
Trestles, tower scaffold, tubular scaffold, hop up and low level platform, scissor lifts

Tools and equipment
Hand tools: Tin snips, tape measure, buckets, plasterers mixing wheel, brushes, hawk, bucket trowel, plasterers finishing trowel, broad knife, joint sponge, internal and external corner rollers, spatulas, caulkers, scrapers, hand sanders, internal angle trowels, mastic gun, roller and tray
Machine tools: 110 volt transformer, extension leads, powered mixers, whisks, vacuum/dust extractor, taping machines, taping boxes, nail spotter

Learning outcome
The learner will: 2. Be able to prepare to apply and finish taping and jointing systems
Assessment criteria
The learner can: 2.1 **calculate** required quantities of materials from specifications and **drawings** 2.2 interpret risk assessments for safely applying and finishing taping and jointing systems 2.3 select and use appropriate **personal protective equipment** (PPE) for applying and finishing taping and jointing systems 2.4 select **tools** and **equipment** for applying and finishing taping and jointing systems 2.5 select **materials** and jointing compounds according to specification 2.6 prepare and **protect** working and surrounding areas 2.7 select **access equipment** for taping and jointing 2.8 report **problems** with materials and background surfaces 2.9 handle and store materials in accordance with manufacturers' guidelines

Range
Calculate Linear and areas
Drawings Detailed drawings, block plans, elevations
Personal Protective Equipment Safety footwear, overalls, safety glasses, respiratory equipment, barrier cream, gloves, hard hat, Hi vis clothing
Tools and equipment **Hand tools:** Tin snips, tape measure, buckets, plasterers mixing wheel, brushes, hawk, bucket trowel, plasterers finishing trowel, broad knife, joint sponge, internal and external corner rollers, spatulas, caulkers, scrapers, hand sanders, internal angle trowels, mastic gun, roller and tray **Machine tools:** 110 volt transformer, extension leads, powered mixers, whisks, vacuum/dust extractor, taping machines, taping boxes, nail spotter
Materials Tape eg paper, external corner tape, plastic or metal beads, setting and air drying compounds, sandpaper, sealer, primers
Protect Temporary barriers, dustsheets, hazard tapes, floor protection, safety signage
Access Equipment Trestles, tower scaffold, tubular scaffold, hop up and low level platform
Problems Out of date finishing compounds, damaged tape, damaged or perished background, inconsistent fixings, mis-alignment of joints, poor finish of joints eg overhanging, rough edges, blisters, craters

Learning outcome
The learner will: 3. Know how to apply and finish taping and jointing systems
Assessment criteria
The learner can: 3.1   identify types of **tapes, beads** and **jointing compounds** 3.2   identify **tools** and **equipment** for applying and finishing taping and jointing systems 3.3   describe **procedures** for applying and finishing taping and jointing 3.4   describe the differences between hand and machine taping and jointing

3.5	describe the difference between the use of primer and sealer
3.6	identify suitable methods to dispose of waste following legislation and guidance

Range

Tapes and beads
Tape eg paper, external corner tape, mesh tape, fibre tape, plastic or metal beads

Jointing compounds
Air dried, chemical set, pre mixed powder, ready mixed

Tools and equipment
Hand tools: Tin snips, tape measure, buckets, plasterers mixing wheel, brushes, hawk, bucket trowel, plasterers finishing trowel, broad knife, joint sponge, internal and external corner rollers, spatulas, caulkers, scrapers, hand sanders, internal angle trowels, mastic gun, roller and tray
Machine tools: 110 volt transformer, extension leads, powered mixers, whisks, vacuum/dust extractor, taping machines, taping boxes, nail spotter

Procedures
Fill out, tape, sand and finish joints, form external and internal angles, apply sealers or primers

Learning outcome

The learner will:
4. Be able to apply and finish taping and jointing systems

Assessment criteria

The learner can:

4.1	carry out work in line with current health and safety legislation and guidance
4.2	set up access equipment to the appropriate working height
4.3	fix beads and reinforcement tape to external angles
4.4	**tape and joint** plasterboard joints
4.5	apply primer or sealer to finished plasterboard surface
4.6	carry out **minor repairs** to finished surface
4.7	leave work area clean and tidy on completion of work
4.8	**dispose of waste** in accordance with legislation and official guidance

Range

Tape and joint
Mix jointing compound, apply and sand to finish, using paper tape to reinforce plasterboard joints

Minor repairs

Relocation of services, sockets, pipes

Dispose of waste
Recycling, sustainability

Unit 259 Understand specialist systems for dry lining and interiors

Unit reference:	H/506/5359
Level:	2
Credit value:	4
GLH:	30
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by ConstructionSkills, the Sector Skills Council for the construction industry
Aim	The aim of this unit is to provide learners with knowledge of specialist systems related to dry lining and interiors. It covers fire protection solutions, thermal insulation and acoustic systems

Learning outcome
The learner will: 1. Understand passive fire protection solutions for dry lining and interiors
Assessment criteria
The learner can: 1.1   interpret **information sources** for installing fire protection 1.2   describe **regulations** and **guidelines** relating to fire protection 1.3   identify **reasons** for risk assessments and method statements 1.4   identify **reasons** for using fire protection 1.5   identify different **environments** that require fire protection 1.6   identify interior **areas** that require fire protection 1.7   describe **installation procedures** to reduce the spread of fire 1.8   identify types of **voids** that require firebreaks 1.9   identify specialist **materials** and fixings for fire protection

Range
Information sources Manufacturers' information, specifications, drawings, schedules, safety policy Regulations and guidelines Part B, British standards, European standards

Reasons for risk assessment
Identify risks involved, safe systems of work, manufacturers' technical information, identify PPE, identify training and induction requirements, access arrangements, storage of materials

Reasons for fire protection
Reduce speed and spread of fire, delay loss of structure, safe evacuation from building, reduce damage to building and surrounding areas

Environments
Residential eg dividing rooms, dividing properties, basements, garages
Public eg medical, educational, libraries
Commercial eg offices, cinemas, auditoriums, hotels, restaurants
High rise buildings

Areas
Ceiling areas, partitions, dividing walls, wall linings, solid backgrounds, beams, services

Installation procedures
Set out, install, fix, finish

Voids
Lofts, ceilings, walls, beams, cavities, service ducts, ventilation systems, lift shafts

Materials
Specialist plasterboards, fixed fire blankets, fire protective sealants, stone mineral wool

Learning outcome
The learner will: 2. Understand thermal insulation solutions for dry lining and interiors
Assessment criteria
The learner can: 2.1   interpret **information sources** for installing thermal insulation 2.2   describe **regulations** and **guidelines** relating to the installation of thermal insulation 2.3   identify **reasons** for installing thermal insulation 2.4   identify **environments** that require thermal insulation 2.5   identify internal **areas** that require thermal insulation 2.6   describe thermal **installation procedures** for interiors 2.7   identify specialist **materials** and **fixings** used in thermal insulation

Range

Information sources
Manufacturers' information, specifications, drawings, schedules, UV calculator, U values

Regulations and guidelines
Part L, British standards, European standards, code for sustainable homes, Passivhaus Standard

Reasons for risk assessment
Identify risks involved, safe systems of work, manufacturers' technical information, identify PPE, identify training and induction requirements, access arrangements, storage of materials

Reasons for using thermal insulation
Meeting building regs, energy efficiency, comfort of living, sustainability

Environments
Residential eg dividing rooms, dividing properties, basements, external walls
Public eg hospitals, educational, libraries, transport
Commercial eg offices, cinemas, auditoriums, hotels and restaurants

Areas
Ceiling areas, partitions, dividing walls, wall linings, solid backgrounds, beams, services

Installation procedures
Set out, install, fix, finish

Materials
Specialist plasterboards, quilt insulation, insulation blanket, mineral wool, polysterene

Fixings
Nailable plugs, dry wall adhesive, sealant adhesives, screws

Learning outcome
The learner will: 3. Understand acoustic systems for dry lining and interiors
Assessment criteria
The learner can: 3.1 interpret **information sources** for installing acoustic systems 3.2 describe **regulations** and **guidelines** relating to the installation of acoustic systems 3.3 describe the reasons for installing acoustic systems in new and existing buildings 3.4 identify **environments** that require acoustic systems

3.5   identify interior **areas** that require acoustic systems

3.6   describe acoustic **installation procedures** for interiors

3.7   identify specialist **materials** and fixings for enhancing acoustic performance

Range
Information sources Manufacturers' information, specifications, drawings, schedules **Regulations** and **guidelines** Part E, British standards, European standards **Reasons for risk assessment** Identify risks involved, safe systems of work, manufacturers' technical information, identify PPE, identify training and induction requirements, access arrangements, storage of materials **Environments** Residential eg dividing rooms, dividing properties, basements Public eg medical, educational, libraries Commercial eg offices, cinemas, auditoriums, hotels, restaurants High rise buildings **Areas** Ceiling areas, partitions, dividing walls, wall linings, solid backgrounds, beams, services **Installation procedures** Set out, install, fix, finish **Materials** Specialist plasterboards, insulation, resilient bar, sound coating plaster, parge coat, acoustic quilt, acoustic stud, sealants **Fixings** Acoustic hangers, gromits

Unit 259 Understand specialist systems for dry lining and interiors

Supporting information

Guidance

The guidance below provides examples of different methods used when installing specialist systems

AC 1.6
Double boarding, cross board, studs, track, angle channels, seals and sealants, fire blanket, specialist boards, fixings, staggered joints, stone wall insulation

AC 2.6
Double boarding, cross board, studs, track, angle channels, seals and sealants, insulation blanket, specialist boards, fixings, staggered joints, rigid board insulation, quilt, direct bond

AC 3.6
Double boarding, cross board, stud and acoustic stud, track, angle channels, seals and sealants, sound blanket, specialist boards, acoustic fixings, staggered joints, acoustic insulation, resilient bar

Unit 260   Apply finishing plaster to plasterboard

Unit reference:	Y/506/5360
Level:	2
Credit value:	3
GLH:	30
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by ConstructionSkills, the Sector Skills Council for the construction industry
Aim	The aim of this unit is to provide the learner with the knowledge and skills to - select, prepare and mix materials for applying finishing plasters to plasterboard backgrounds - apply finishing materials to vertical and horizontal backgrounds and internal and external corners

Learning outcome
The learner will: 1. Know how to prepare to apply finishing plaster
Assessment criteria
The learner can: 1.1 describe **information sources** for applying finishing plasters 1.2 describe health and safety **legislation** and **guidance** relating to finishing plasters 1.3 identify **reasons** for **risk assessments** and method statements 1.4 describe **methods** of protecting the work and surrounding area 1.5 identify **access equipment** for applying finishing plasters 1.6 identify **tools, equipment** and **materials** for **mixing and** applying finishing plasters 1.7 identify the **requirements** for a suitable mixing area 1.8 identify different types of **plasterboard surfaces** 1.9 describe procedures for handling and storing materials in accordance with manufacturers' guidelines

Range
Information sources

Manufacturers' information, operating manuals/ instructions, product data, specifications, drawings.

Legislation and guidance
Health and Safety at Work Act (HASAWA), The Work at Height Regulations (WHR), The Provision and Use of Work Equipment Regulations(PUWER), Manual Handling Operations Regulations (MHOR), Disposing of waste, Mobile Elevated Working Platforms (MEWP), Control of Substances Hazardous to Health (COSHH), Reporting Injuries Diseases Occurrence Regulations (RIDDOR)

Reasons risk assessment
Identify risks involved, safe systems of work, manufacturers' technical information, identify PPE, identify training and induction requirements, access arrangements, storage of materials

Methods
Temporary barriers, dustsheets, hazard tapes, floor protection, safety signs

Access Equipment
Trestles, tower scaffold, tubular scaffold, hop up and low level platform, scissor lifts

Tools
Bucket trowel, gauging trowel scoop, cleaning brush, flat brush, finishing blade/spatula, finishing trowel, internal angle trowel, utility knife, snips, tape measure, flat brush, hawk, stapler, hammer

Equipment
Transformer, extension leads, generator, buckets, spot board and stand, mixing drill, plasterers wheel

Materials
Finishing plasters, fibre / mesh tape, paper tape, beads, fixings

Requirements
Ventilated area, power source , water source, storage

Plasterboard surfaces
Pre treatments and preparation of specialist plasterboards eg moisture, returns and reveals soffits, expansion and movement joints, external angles, internal angles, butt joints, cills, beads

Learning outcome
The learner will: 2. Be able to prepare to apply finishing plaster
Assessment criteria

The learner can:

2.1 **calculate** required quantities of materials from working drawings and specifications

2.2 interpret risk assessments for safely applying finishing plasters

2.3 select and use appropriate **personal protective equipment** (PPE) for applying finishing plasters

2.4 select **tools, equipment** and **materials** for applying finishing plasters

2.5 prepare and **protect** working and surrounding areas

2.6 select **access equipment** for applying finishing plasters

2.7 report **problems** to authorised personnel

2.8 prepare plasterboard surface in accordance with the given specification

2.9 handle and store materials in accordance with manufacturers' guidance

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Range

Calculate
Areas and linear

Personal Protective Equipment
Safety footwear, overalls, respiratory equipment, ear defenders, safety glasses, protective gloves, hard hat, high visibility clothing

Tools
Bucket trowel, gauging trowel scoop, cleaning brush, flat brush, finishing blade/spatula, finishing trowel, internal angle trowel, utility knife, snips, tape measure, flat brush, hawk, stapler, hammer

Equipment
Transformer, extension leads, generator, containers, spot board and stand, mixing drill and whisk, plasterers wheel

Materials
Finishing plasters, fibre / mesh tape, paper tape, beads, fixings

Protect
Use of temporary barriers, dustsheets, hazard tapes, floor protection, safety signage

Access Equipment
Trestles, tower scaffold, hop up and low level platform

Problems
Incorrect or out of date plaster, damaged plaster bags, water quality

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Learning outcome

The learner will:
3. Know how to apply finishing plaster to plasterboards

Assessment criteria
The learner can:
3.1 identify types of **background materials** from drawings and specifications
3.2 identify correct **tools** and **equipment** for applying finishing plasters
3.3 identify **problems** when mixing and applying finishing plasters
3.4 describe **procedures** for applying finishing plasters
3.5 identify suitable methods to dispose of waste following legislation and guidance

Range
Background materials   Plasterboard   **Tools**   Trowel, hawk, finishing blade, flat brush, small brush, small tool, gauging trowel, internal and external angle trowel   **Equipment**   Buckets, containers, spot board, stand   **Problems**   Out of date plasters, weather conditions, flash setting, not setting, over mixing, under mixing, consistency, damaged or perished background, proud fixings, poor finish of surface eg gauls, water marks, sagging   **Procedures**   Applying, finishing

Learning outcome

The learner will:
4. Be able to apply finishing plaster to plasterboards

Assessment criteria
The learner can:
4.1 carry out work in line with current health and safety legislation and guidance
4.2 set up access equipment to the appropriate working height
4.3 mix and apply finishing plaster to plasterboards following manufacturers' guidelines
4.4 carry out **minor repairs** to finished surface
4.5 leave work area clean and tidy on completion of work
4.6 **dispose of waste** in accordance with legislation and official guidance

Range
Minor repairs Relocation of services, sockets, pipes **Dispose of waste** Recycling, sustainability

Unit 261　　　Apply and finish sprayed plasters to plasterboard

Unit reference:	D/506/5361
Level:	2
Credit value:	4
GLH:	40
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by ConstructionSkills, the Sector Skills Council for the construction industry
Aim	The aim of this unit is to provide the learner with the knowledge and skills to - select, prepare and mix materials for applying sprayed finishing plaster to plasterboard backgrounds - apply finishing materials to vertical and horizontal backgrounds and internal and external corners

Learning outcome
The learner will: 1.　Know how to prepare to apply and finish sprayed setting plaster
Assessment criteria
The learner can: 1.1　describe **information sources** for applying sprayed plaster 1.2　describe health and safety **legislation** and **guidance** relating to applying sprayed plaster 1.3　identify **reasons** for **risk assessments** and method statements 1.4　describe **methods** of protecting the working and surrounding area 1.5　identify **access equipment** for sprayed plaster 1.6　identify **tools** and **equipment** used for sprayed plaster 1.7　identify **materials** used for sprayed plaster 1.8　identify the **requirements** for a suitable mixing area 1.9　identify different types of **plasterboard surfaces** 1.10　describe **problems** associated with preparing sprayed plaster 1.11　state procedures for handling and storing materials in accordance with manufacturers' guidelines

Range

Information sources
Manufacturers' information, operating manuals/ instructions, product data, specifications, drawings

Legislation and guidance
Health and Safety at Work Act (HASAWA), The Work at Height Regulations (WHR), The Provision and Use of Work Equipment Regulations(PUWER), Manual Handling Operations Regulations (MHOR), Disposing of waste, Mobile Elevated Working Platforms (MEWP), Control of Substances Hazardous to Health (COSHH), Reporting Injuries Diseases Occurrence Regulations (RIDDOR)

Reasons risk assessment
Identify risks involved, safe systems of work, manufacturers' technical information, identify PPE, identify training and induction requirements, access arrangements, storage of materials
Use of machinery: training, safe use, cleaning and maintenance, risk of electrocution

Methods
Temporary barriers, dustsheets, plastic sheeting, hazard tapes, floor protection, protection from spayed plaster, safety signs

Access Equipment
Trestles, tower scaffold, tubular scaffold, hop up and low level platform, scissor lifts

Tools
Bucket trowel, gauging trowel scoop, cleaning brush, finishing blade, spatula, trowel, utility knife, snips, tape measure, flat brush

Equipment
Spray machine (hoses, nozzles), transformer, extension leads, generator, water hose, containers, filters

Materials
Spray plasters, fibre tape, paper tape, corner tape, beads and fixings

Working requirements
Ventilated area, power source , water source, storage

Plasterboard surfaces
Pre treatments and preparation of specialist plasterboards eg moisture, returns and reveals soffits, expansion and movement joints, external angles, internal angles, butt joints, cills

Problems
Blockages, voltage, water and air pressure, quality of water

Learning outcome
The learner will: 2. Be able to prepare to apply and finish sprayed setting plaster
Assessment criteria
The learner can: 2.1 **Calculate** required quantities of **materials** from specifications and working drawings 2.2 interpret risk assessment for safely applying and finishing sprayed plaster 2.3 select and use appropriate **personal protective equipment** (PPE) for applying and finishing sprayed plaster 2.4 select **tools** and **equipment** for applying and finishing sprayed plaster finishes 2.5 prepare and **protect** work and surrounding areas 2.6 select access equipment for applying and finishing sprayed plaster 2.7 prepare **plasterboard surface** in accordance with the given specification 2.8 report **problems** when setting up for spraying and finishing 2.9 handle and store materials in accordance with manufacturers' guidance

Range
Calculate Areas and linear Materials Spray plasters, fibre tape, paper tape, corner tape, plastic or metal beads, fixings Personal Protective Equipment Safety footwear, overalls, respiratory equipment, ear defenders, safety glasses, protective gloves, hard hat, High visibility clothing Tools Bucket trowel, gauging trowel scoop, cleaning brush, finishing blade, spatula, trowel, utility knife, snips, tape measure, flat brush Equipment Spray machine, material hoses, nozzles, transformer, extension leads, generator, water hose, containers, filters Protect Use of temporary barriers, dustsheets, plastic sheeting, hazard tapes, floor protection, mask up windows and doors, safety signage Plasterboard surfaces Pre treatments and preparation of specialist plasterboards eg moisture,

returns and reveals soffits, expansion and movement joints, external angles, internal angles, butt joints, cills

Problems
Blockages, voltage, water and air pressure, quality of water

Learning outcome
The learner will:
3. Know how to apply and finish sprayed setting plaster
Assessment criteria
The learner can:
3.1 identify types of beads and plasterboard surfaces from drawings and specifications
3.2 identify **tools**, **equipment** and **material** for applying and finishing sprayed plaster
3.3 describe **requirements** for **setting up** spray machines
3.4 describe **procedures** for **applying**, **finishing** and **cleaning** spray machine and equipment
3.5 identify possible **problems** when using spraying machine
3.6 identify suitable methods to dispose of waste following legislation and guidance

Range
Beads
Various skim beads (arch, skim stop) specialist plasterboards (moisture,fire,sound)
Tools
Bucket trowel, gauging trowel scoop, cleaning brush, finishing blade, spatula, corner trowel, angle trowel, buckets, flat brush.
Equipment
spray machine, material hoses, nozzles, transformer, extension leads, generator, water hose, water containers, filters, cleaning equipment, manometer
Material
Pre-mixed powder form plaster
Requirements for setting up
power source, water source, machine set up in a well ventilated area, materials stored next to machine
Procedures - applying, finishing & cleaning
Monitor water pressure, correct speed setting, check for blockages, monitor plaster consistency, check flow rate of materials, consistent spraying motion,

even spraying distance, ruling out from the angles, using various blades and broad knife, cleaning pipes to set timescales, cleaning hoppers and nozzles

Problems

Out of date plasters, weather conditions, flash setting, not setting, over mixing, under mixing, consistency, damaged or perished background, proud fixings, trailing leads and hoses, noise, poor finish of surface eg gauls, water marks, sagging

Learning outcome
The learner will: 4. Be able to apply and finish sprayed setting plaster
Assessment criteria
The learner can: 4.1   carry out work in line with current health and safety legislation. 4.2   set up access equipment to the appropriate working height 4.3   **set up** spray machine in line with manufacturers' instructions 4.4   **mix plaster** to correct consistency 4.5   **apply** and **finish** spray plaster to given specification 4.6   **clean machine**, tools and equipment in line with manufacturers' instructions 4.7   leave work area clean and tidy on completion of work 4.8   dispose of **waste** in accordance with legislation and official guidance

Range
Setting up Connect to a power source, connect water source, machine to be set up in a well ventilated area, materials to be stored next to machine **Mix apply** and **finish** Monitor water pressure, correct speed setting, check for blockages, monitor plaster consistency, check flow rate of materials, **Clean machine** Cleaning pipes to set timescales, cleaning hoppers and nozzles, clean rotor **Dispose of waste** Recycling and sustainability

Unit 261 Apply and finish sprayed plasters to plasterboard

Supporting information

Guidance

Learners should be assessed in pairs for this unit as it requires two people to handle the spray machine

Whilst one learner is assessed using the machine the other learner **must** be assessed applying and finishing plaster. They should then swap job roles to ensure that both learners cover **all** assessment requirements

Spray plaster machines can be hired from manufacturers – check websites for information.

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 e-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 Licence to Practice (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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