



**ProQual Level 2 NVQ Diploma in Associated Industrial  
Services Occupations – Passive Fire Protection  
(Construction)**

**Qualification Specification**

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## Introduction

The ProQual Level 2 NVQ Diploma in Associated Industrial Services Occupations – Passive Fire Protection (Construction) qualification provides a nationally recognised qualification for those working in this specialised area of construction.

The awarding body for this qualification is ProQual Awarding Body ([www.proqualab.com](http://www.proqualab.com)) and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual); It is also endorsed by the sector body for construction - CITB.

The qualification has been accredited onto the Regulated Qualifications Framework (RQF) and is published on Ofqual's Register of Qualifications.

## Qualification Profile

### Level 2 NVQ Diploma in Associated Industrial Services Occupations – Passive Fire Protection (Construction)

Qualification title	<b>ProQual Level 2 NVQ Diploma in Associated Industrial Services Occupations – Passive Fire Protection (Construction)</b>
Ofqual qualification number	603/0828/X
Level	2
Total Qualification Time	1120 hours (461 GLH)
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	5/12/16
Qualification end date	31/7/2026

## Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

## Qualification Structure

To achieve the qualification candidates must complete the four Mandatory units plus two Optional units.

CITB references are provided in this document for information only.

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
<b>Y/508/6533</b>	Moving, handling and storing resources in the workplace	2	643
<b>A/615/1609</b>	Erecting and dismantling access/working platforms in the workplace <i>Unit Endorsements:</i> <b>Two</b> of the following required: <i>Ladders/crawler boards</i> <i>Step ladders/platform steps</i> <i>Proprietary towers</i> <i>Trestle platforms</i> <i>Mobile scaffold towers</i> <i>Proprietary staging/podiums</i>	2	250
Optional Units – TWO units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>A/615/3862</b>	Installing dry cladding to protect structural steel in the workplace <i>Unit Endorsements:</i> <b>Two</b> of the following required: <i>Vertical</i> <i>Horizontal</i> <i>Diagonal</i>	2	350v3
<b>J/615/3864</b>	Applying thin film reactive coatings in the workplace	2	351v3
<b>L/615/3865</b>	Installing fire resisting ductwork systems in the workplace <i>Unit Endorsements:</i> <b>One</b> of the following required: <i>Kitchen extraction</i> <i>Smoke extraction</i> <i>Ventilation</i> <i>Pressurisation system</i> <i>Car park ductwork</i>	2	352v3

<b>R/615/3866</b>	Installing fire stopping and penetration seals in the workplace <i>Unit Endorsements:</i> <b>Three of the following required:</b> <i>Linear gaps</i> <i>Cable trunking</i> <i>Cable trays</i> <i>Metal pipes</i> <i>Ducts with or without damper</i> <i>Switch boxes</i>	2	353v4
<b>Y/615/3867</b>	Installing flexible (non-mechanical) cavity barriers in the workplace	2	354v3
<b>D/615/3868</b>	Erecting fire resisting walls and wall linings in the workplace	2	355v3
<b>R/615/1244</b>	Erecting fire resisting ceiling systems in the workplace	2	356v3
<b>D/615/3871</b>	Applying non-reactive spray coatings in the workplace	2	357v3
<b>H/615/3872</b>	Installing fire resisting timber door assemblies and doorsets in the workplace	2	358v3

## Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

### Staff

Staff delivering this qualification must be appropriately qualified and/or occupationally competent.

### Assessors/Internal Quality Assurance

Assessors for each 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 ConstructionSkills Consolidated Assessment Strategy.

Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or internal quality assurance qualifications.

## Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

## Links to National Standards / NOS mapping

National Occupational Standards (NOS) are owned by a Sector Skills Council or Standard Setting Body and they describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The structure and units of this qualification are based on NOS for the construction sector developed by CITB.

## Assessment

This qualification is competence-based, candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

The qualifications must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy, and it must be internally assessed by an appropriately experienced and qualified assessor.

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

- Evidence can include:
- observation report by assessor
  - assignments/projects/reports
  - professional discussion
  - witness testimony
  - candidate product
  - worksheets
  - record of oral and written questioning
  - Recognition of Prior Learning

**Learning outcomes** set out what a candidate is expected to know, understand or be able to do.

**Assessment criteria** specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria can be found from page 9.

**Additional information** for assessment and requirements for unit **endorsements** where relevant is included after all of the learning outcomes and assessment criteria for each unit.

## Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

## Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

## Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

## Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title -

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Passive Fire Protection (Construction)**

### Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

### Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

### Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conforming to general health, safety and welfare in the workplace.	
<b>Unit Number:</b>	M/508/6537	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Comply with all workplace health, safety and welfare legislation requirements.	1.1	Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area.
	1.2	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements.
	1.3	Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment.
	1.4	State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	1.5	State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
	1.6	State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.
	1.7	State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.
	1.8	State how to comply with control measures that have been identified by risk assessments and safe systems of work.
2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.	2.1	Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures.
	2.2	List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities.
	2.3	List the current Health and Safety Executive top ten safety risks.

## Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to general health, safety and welfare in the workplace.	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
2 continued	2.4	List the current Health and Safety Executive top five health risks.
	2.5	State how changing circumstances within the workplace could cause hazards.
	2.6	State the methods used for reporting changed circumstances, hazards and incidents in the workplace.
3 Comply with organisational policies and procedures to contribute to health, safety and welfare.	3.1	Interpret and comply with given instructions to maintain safe systems of work and quality working practices.
	3.2	Contribute to discussions by offering/providing feedback relating to health, safety and welfare.
	3.3	Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures.
	3.4	Safely store health and safety control equipment in accordance with given instructions.
	3.5	Dispose of waste and/or consumable items in accordance with legislation.
	3.6	State the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> <li>– dealing with accidents and emergencies associated with the work and environment</li> <li>– methods of receiving or sourcing information</li> <li>– reporting</li> <li>– stopping work</li> <li>– evacuation</li> <li>– fire risks and safe exit procedures</li> <li>– consultation and feedback.</li> </ul>
	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.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conforming to general health, safety and welfare in the workplace.	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	4.1	Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.
	4.2	State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: <ul style="list-style-type: none"> <li>– recognising when to stop work in the face of serious and imminent danger to self and/or others</li> <li>– contributing to discussions and providing feedback</li> <li>– reporting changed circumstances and incidents in the workplace</li> <li>– complying with the environmental requirements of the workplace.</li> </ul>
	4.3	Give examples of how the behaviour and actions of individuals could affect others within the workplace.
5 Comply with and support all organisational security arrangements and approved procedures.	5.1	Provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> <li>– during the working day</li> <li>– on completion of the day’s work</li> <li>– for unauthorised personnel (other operatives and the general public)</li> <li>– for theft.</li> </ul>
	5.2	State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conforming to general health, safety and welfare in the workplace.
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	7

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conforming to productive working practices in the workplace	
<b>Unit Number:</b>	T/508/6538	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Communicate with others to establish productive work practices.	1.1	Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively.
	1.2	Describe the different methods of communicating with line management, colleagues and customers.
	1.3	Describe how to use different methods of communication to ensure that the work carried out is productive.
2 Follow organisational procedures to plan the sequence of work.	2.1	Interpret relevant information from organisational procedures in order to plan the sequence of work.
	2.2	Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively.
	2.3	Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: <ul style="list-style-type: none"> <li>– using resources for own and other’s work requirements</li> <li>– allocating appropriate work to employees</li> <li>– organising the work sequence</li> <li>– reducing carbon emissions.</li> </ul>
	2.4	Describe how to contribute to zero/low carbon work outcomes within the built environment.
3 Maintain relevant records in accordance with the organisational procedures.	3.1	Complete relevant documentation according to the occupation as required by the organisation.
	3.2	Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> <li>– job cards</li> <li>– worksheets</li> <li>– material/resource lists</li> <li>– time sheets.</li> </ul>
	3.3	Explain the reasons for ensuring documentation is completed clearly and within given timescales.
4 Maintain good working relationships when conforming to productive working practices.	4.1	Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conforming to productive working practices in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
	4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others.
	4.3 Describe how to maintain good working relationships, in relation to: <ul style="list-style-type: none"> <li>– individuals</li> <li>– customer and operative</li> <li>– operative and line management</li> <li>– own and other occupations.</li> </ul>
	4.4 Describe why it is important to work effectively with line management, colleagues and customers.
	4.5 Describe how working relationships could have an effect on productive working.
	4.6 Describe how to apply principles of equality and diversity when communicating and working with others.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conforming to Productive Working Practices in the Workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	10

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Moving, handling and storing resources in the workplace
<b>Unit Number</b>	Y/508/6533
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Comply with given information when moving, handling and/or storing resources.	1.1 Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation.
	1.2 Interpret the given information relating to the use and storage of lifting aids and equipment.
	1.3 Describe the different types of technical, product and regulatory information, their source and how they are interpreted.
	1.4 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.5 Describe how to obtain information relating to using and storing lifting aids and equipment.
2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3 Explain what the accident reporting procedures are and who is responsible for making the reports.
	2.4 State the appropriate types of fire extinguishers relevant to the work.
	2.5 Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.
3 Maintain safe working practices when moving, handling and/or storing resources.	3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources.
	3.2 Use lifting aids safely as appropriate to the work.



## Units – Learning Outcomes and Assessment Criteria

Title:	Moving, handling and storing resources in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 continued	3.3	Protect the environment in accordance with safe working practices as appropriate to the work.
	3.4	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling <b>and/or</b> storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	3.5	Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
	3.6	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.	4.1	Select the relevant resources to be moved, handled and/or stored, associated with own work.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: <ul style="list-style-type: none"> <li>– lifting and handling aids</li> <li>– container(s)</li> <li>– fixing, holding and securing systems.</li> </ul>
	4.3	Describe how the resources should be handled and how any problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.	5.1	Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Dispose of waste and packaging in accordance with legislation.

## Units – Learning Outcomes and Assessment Criteria

Title:	Moving, handling and storing resources in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 continued	5.3	Maintain a clean work space when moving, handling or storing resources.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when moving, handling and/or storing resources.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given occupational resource information to move, handle <b>and/or</b> store resources to the required guidance.	7.1	Demonstrate the following work skills when moving, handling and/or storing occupational resources: <ul style="list-style-type: none"> <li>– moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques.</li> </ul>
	7.2	Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: <ul style="list-style-type: none"> <li>– sheet material</li> <li>– loose material</li> <li>– bagged or wrapped material</li> <li>– fragile material</li> <li>– tools and equipment</li> <li>– components</li> <li>– liquids.</li> </ul>
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling <b>and/or</b> storing occupational resources.
	7.4	Describe the needs of other occupations when moving, handling <b>and/or</b> storing resources.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Moving, handling and storing resources in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	17

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Erecting and dismantling access/working platforms in the workplace	
<b>Unit Number:</b>	A/615/1609	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when erecting and dismantling access/working platforms.	1.1	Interpret and extract information from specifications, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– specifications, current legislation, method statements, risk assessments and manufacturers' information.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when erecting and dismantling access/working platforms.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, at height, in confined areas, with tools and equipment, with movement/storage of materials and by manual handling.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	State what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe working practices when erecting and dismantling access/working platforms.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling access/working platforms.
	3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling access/working platforms, and the types, purpose and limitations of each type.
	3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Erecting and dismantling access/working platforms in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 Select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– ladders/crawler boards</li> <li>– stepladders/platform steps</li> <li>– trestles</li> <li>– proprietary staging/podiums</li> <li>– proprietary towers</li> <li>– mobile scaffold towers</li> <li>– protection equipment and notices</li> <li>– tools and ancillary equipment.</li> </ul>
	4.2	Select resources associated with own work in relation to materials, components, tools and equipment.
	4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
	4.4	Outline potential hazards associated with the resources and method of work.
	4.5	Describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms.
5 Minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms.	5.1	Protect the work and its surrounding area from damage.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.4	Dispose of waste in accordance with legislation.
	5.5	State why the disposal of waste should be carried out in relation to the work.
6 Complete the work within the allocated time when erecting and dismantling access/working platforms.	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"> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and dismantling access/working platforms in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 Comply with the given contract information to erect and dismantle access/working platforms to the required specification.	7.1	Demonstrate the following work skills when erecting and dismantling access/working platforms: <ul style="list-style-type: none"> <li>– moving, positioning/erecting, securing, checking, dismantling and removing.</li> </ul>
	7.2	Erect, dismantle and store two of the following access equipment to given access regulations: <ul style="list-style-type: none"> <li>– ladders/crawler boards</li> <li>– stepladders/platform steps</li> <li>– proprietary towers</li> <li>– trestle platforms</li> <li>– mobile scaffold towers</li> <li>– proprietary staging/podiums.</li> </ul>
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– provide protection to the work area</li> <li>– establish a base for equipment</li> <li>– erect proprietary access equipment to manufacturer’s instructions suitable for the work</li> <li>– erect non-proprietary access equipment suitable for the work</li> <li>– place protective screens and notices</li> <li>– check/monitor equipment during the period of use</li> <li>– dismantle and store access equipment</li> <li>– use tools and equipment</li> <li>– work at height.</li> </ul>
	7.4	Safely use and store materials, hand tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms.
	7.6	Describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Erecting and dismantling access/working platforms in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Associated Industrial Services Occupations – Passive Fire Protection (Construction)</u></p> <p>The following endorsement required (i.e. own area of work):</p> <p>Passive fire protection</p> <p>Plus <b>two</b> of the following endorsements required:</p> <p>Ladders/crawler boards</p> <p>Step ladders/platform steps</p> <p>Proprietary towers</p> <p>Trestle platforms</p> <p>Mobile scaffold towers</p> <p>Proprietary staging/podiums</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Credit Value	8
Unit guided learning hours	27

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing dry cladding to protect structural steel in the workplace	
<b>Unit Number:</b>	A/615/3862	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when installing dry cladding to protect structural steel.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification, manufacturers' information, official guidance, Codes of Practice, guidance documents and current regulations/guidance relating to passive fire protection to structural steel in buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when installing dry cladding to protect structural steel.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative, vehicles and tools.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	Describe the types of fire extinguishers available when installing dry cladding to protect structural steel and describe how and when they are used.



## Units – Learning Outcomes and Assessment Criteria

Title:	Installing dry cladding to protect structural steel in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Maintain safe and healthy working practices when installing dry cladding to protect structural steel.	3.1	Use health and safety control equipment safely and comply with the methods of work and safety control measures to carry out the activity in accordance with current legislation and organisational requirements when installing dry cladding to protect structural steel.
	3.2	Demonstrate compliance with given information and relevant legislation when installing dry cladding to protect structural steel in relation to the following: <ul style="list-style-type: none"> <li>– safe use, storage and handling of access equipment, tools and equipment</li> <li>– safe use, storage and handling of materials</li> <li>– specific risks to health and the environment.</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to installing dry cladding to protect structural steel, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– local exhaust ventilation (LEV)</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE).</li> </ul>
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
	3.6	Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with installing dry cladding to protect structural steel as relevant to the operations.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing dry cladding to protect structural steel in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 Select the required quantity and quality of resources for the methods of work to install dry cladding to protect structural steel.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– noggins, soldiers, rigid board and stone wool board steel angles and channels, fixings and adhesives</li> <li>– rigid board and stone wool board</li> <li>– and tools, portable power tools and equipment.</li> </ul>
	4.3	Describe how to confirm that the resources and materials conform to the specification.
	4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.6	Describe any potential hazards associated with the resources and methods of work.
	4.7	Describe how to measure quantity, length, area and wastage associated with the method and procedure to install dry cladding to protect structural steel.
5 Minimise the risk of damage to the work and surrounding area when installing dry cladding to protect structural steel.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

## Units – Learning Outcomes and Assessment Criteria

Title:	Installing dry cladding to protect structural steel in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
6 Complete the work within the allocated time when installing dry cladding to protect structural steel.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and explain why timescales and deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>— organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to install dry cladding to protect structural steel to the required specification.	7.1	Demonstrate the following work skills when installing dry cladding to protect structural steel: <ul style="list-style-type: none"> <li>– measuring, marking out, cutting, fixing and finishing</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3	Prepare, repair and fix rigid and stone wool dry cladding internally and/or externally to given working instructions relating to at least two of the following: <ul style="list-style-type: none"> <li>– vertical</li> <li>– horizontal</li> <li>– diagonal.</li> </ul>
	7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– identify and follow the installation quality requirements</li> <li>– fix rigid and stone wool dry cladding to internal and external vertical, horizontal and diagonal conditions</li> <li>– fix noggins, soldiers, steel angles and channels</li> <li>– secure by fixings, adhesive, impact fix, staple and weld pins</li> <li>– carry out repairs to damaged cladding</li> <li>– understand the implications of generic interfaces between systems types</li> <li>– ensure the integrity of the substrate</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>– review the quality of the installation</li> <li>– work with, around and in close proximity to plant, machinery and existing services</li> <li>– direct and guide the operations and movement of plant and machinery</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing dry cladding to protect structural steel in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.4	– use hand tools, portable power tool and equipment ensuring electrical equipment has an appropriate portable appliance test (PAT) – work at height using access apparatus and working platforms.
	7.5	Describe how to select the material thickness for fire resisting requirements when installing dry cladding to protect structural steel.
	7.6	Describe the needs of other occupations in the proximity of the working area and how to communicate effectively within a team when installing dry cladding to protect structural steel.
	7.7	Describe how to maintain the tools and equipment used when installing dry cladding to protect structural steel.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing dry cladding to protect structural steel in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Associated Industrial Services Occupations – Passive Fire Protection (Construction)</u></p> <p><b>Two</b> of the following endorsements required:            Vertical            Horizontal            Diagonal</p>
Sector Subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	170

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Applying thin film reactive coatings in the workplace	
<b>Unit Number:</b>	J/615/3864	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when applying thin film reactive coatings.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification, and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification, manufacturers' information, official guidance, Codes of Practice, guidance documents and current regulations/guidance relating to applying thin film reactive coatings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when applying thin film reactive coatings.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative, vehicles and tools.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	Describe the types of fire extinguishers available when applying thin film reactive coatings and describe how and when they are used.

## Units – Learning Outcomes and Assessment Criteria

Title:	Applying thin film reactive coatings in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Maintain safe and healthy working practices when applying thin film reactive coatings.	3.1	Use health and safety control equipment safely and comply with the methods of work and safety control measures to carry out the activity in accordance with current legislation and organisational requirements when applying thin film reactive coatings
	3.2	Demonstrate compliance with given information and relevant legislation when applying thin film reactive coatings in relation to the following: <ul style="list-style-type: none"> <li>– safe use and storage and handling of access apparatus, working platforms and tools</li> <li>– safe use, storage, handling and application of materials</li> <li>– specific risks to health and the environment.</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to applying thin film reactive coatings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– local exhaust ventilation (LEV)</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE).</li> </ul>
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
	3.6	Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with applying thin film reactive coatings as relevant to the operations.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Applying thin film reactive coatings in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 Select the required quantity and quality of resources for the methods of work to applying thin film reactive coatings.	4.1	Select resources associated with own work in relation to materials, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– primers, detergents, fillers, tie coats, scrim tape and masking</li> <li>– thin film reactive base coats and top coats</li> <li>– hand tools, portable power tools and equipment.</li> </ul>
	4.3	Describe how to confirm that the resources and materials conform to the specification.
	4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.6	Describe any potential hazards associated with the resources and methods of work.
	4.7	Describe how to measure quantity, thickness, volume, area and wastage associated with the method and procedure to apply thin film reactive coatings.
5 Minimise the risk of damage to the work and surrounding area when applying thin film reactive coatings.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.



## Units – Learning Outcomes and Assessment Criteria

Title:	Applying thin film reactive coatings in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
6 Complete the work within the allocated time when applying thin film reactive coatings.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and explain why timescales and deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to apply thin film reactive coatings to the required specification.	7.1	Demonstrate the following work skills when thin film reactive coatings to the required specification: <ul style="list-style-type: none"> <li>– washing, abrading, stirring, mixing, applying and measuring.</li> </ul>
	7.2	Review and record substrate and ambient conditions.
	7.3	Use and maintain hand tools, portable power tools and ancillary equipment.
	7.4	Prepare or repair substrates.
	7.5	Stir one pack or mix two pack systems.
	7.6	Apply and measure thin film reactive coatings to surfaces by spray, brush and roller to given working instructions.
	7.7	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– identify and follow the installation quality requirements</li> <li>– identify different types of substrate</li> <li>– review and record substrate and ambient conditions</li> <li>– measure the primer dry film thickness (DFT)</li> <li>– establish the integrity of the substrate</li> <li>– prepare and repair substrates</li> <li>– apply and measure thin film reactive coatings to surfaces by spray, brush and roller</li> <li>– control wet film thickness (WFT)</li> <li>– understand the loading/thickness tables and the relationship between DFT and WFT</li> <li>– repair defective and damaged coatings</li> <li>– apply top-coat</li> <li>– review the quality of the application including dry-film thickness (DFT)</li> <li>– check and clean application equipment to manufacturer’s instructions</li> <li>– understand the implications of the generic interfaces between systems types</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Applying thin film reactive coatings in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
7 continued	<p>7.7 – recognise and determine when specialist skills and knowledge are required and report accordingly</p> <ul style="list-style-type: none"> <li>– recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>– work with, around and in close proximity to plant and machinery</li> <li>– direct and guide the operations and movement of plant and machinery</li> <li>– use hand tools, portable power tools and equipment ensuring electrical equipment has an appropriate portable appliance test (PAT)</li> <li>– work at height using access equipment.</li> </ul>
	7.8 Describe the effects that changing environmental conditions have on the application process.
	7.9 Describe the material thickness for fire resisting requirements when applying thin film reactive coatings.
	7.10 Describe the needs of other occupations in the proximity of the working area and how to communicate effectively within a team when applying thin film reactive coatings.
	7.11 Describe how to maintain the tools and equipment used when applying thin film reactive coatings.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Applying thin film reactive coatings in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	170

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing fire resisting ductwork systems in the workplace	
<b>Unit Number:</b>	L/615/3865	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when installing fire resisting ductwork systems.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification, and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification, manufacturers' information, official guidance, Codes of Practice, guidance documents and current regulations/guidance relating to install fire resisting ductwork systems.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when installing fire resisting ductwork systems.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting in buildings.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative, vehicles and tools.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	Describe the types of fire extinguishers available when installing fire resisting ductwork systems and describe how and when they are used.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing fire resisting ductwork systems in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 Maintain safe and healthy working practices when installing fire resisting ductwork systems.	3.1	Use health and safety control equipment safely and comply with the methods of work and safety control measures to carry out the activity in accordance with current legislation and organisational requirements when installing fire resisting ductwork systems.
	3.2	Demonstrate compliance with given information and relevant legislation when installing fire resisting ductwork systems in relation to the following: <ul style="list-style-type: none"> <li>– safe use and storage and handling of access apparatus, working platforms and tools</li> <li>– safe use, storage and handling of materials</li> <li>– specific risks to health and the environment.</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to installing fire resisting ductwork systems, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– local exhaust ventilation (LEV)</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE).</li> </ul>
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
	3.6	Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with installing fire resisting ductwork systems as relevant to the operations.

## Units – Learning Outcomes and Assessment Criteria

Title:	Installing fire resisting ductwork systems in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Select the required quantity and quality of resources for the methods of work to install fire resisting ductwork systems.	4.1	Select resources associated with own work in relation to materials, components, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– prefabricated duct systems, primary duct systems and secondary duct protection systems</li> <li>– pre-coated steel ducts, metal faced board, rigid board, and stone wool board/wrap</li> <li>– steel angles, channels and rods, cover strip, fixings, adhesive and sealants</li> <li>– hand tools portable power tools and equipment.</li> </ul>
	4.3	Describe how to confirm that the resources and materials conform to the specification.
	4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.6	Describe any potential hazards associated with the resources and methods of work.
	4.7	Describe how to measure quantity, length, area and wastage associated with the method and procedure to install fire resisting ductwork systems.
5 Minimise the risk of damage to the work and surrounding area when installing fire resisting ductwork systems.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

## Units – Learning Outcomes and Assessment Criteria

Title:	Installing fire resisting ductwork systems in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
6 Complete the work within the allocated time when installing fire resisting ductwork systems.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and explain why timescales and deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to installing fire resisting ductwork systems to the required specification.	7.1	Demonstrate the following work skills when installing fire resisting ductwork systems: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, cutting, drilling, finishing, positioning and securing.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3	Install and/or repair at least one of the following fire resisting ductwork and supporting systems to given working instructions for: <ul style="list-style-type: none"> <li>– kitchen extraction</li> <li>– smoke extraction</li> <li>– ventilation</li> <li>– pressurisation systems</li> <li>– car park ductwork.</li> </ul>
	7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– identify and follow the installation quality requirements</li> <li>– ensure the integrity of the substrate</li> <li>– install and repair fire resisting ductwork and supporting systems for kitchen extraction, smoke extraction, ventilation, pressurisation systems, car park ductwork</li> <li>– verify that the supporting system components are compliant with overall fire performance of the ducting system</li> <li>– install fire resisting cladding to existing ductwork and appropriate supporting systems</li> <li>– understand the purpose of the ductwork being installed</li> <li>– understand the correct use and methods of installation of inspection hatches</li> <li>– understand the implications of the generic interfaces between systems types</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Installing fire resisting ductwork systems in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 continued	7.4	<ul style="list-style-type: none"> <li>– understand the function of fire compartments</li> <li>– understand the types of and installation of fire dampers</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– work with, around and in close proximity to plant and machinery</li> <li>– direct and guide the operations and movement of plant and machinery</li> <li>– use hand tools, portable power tools and equipment ensuring electrical equipment has an appropriate portable appliance test (PAT)</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.5	Describe the needs of other occupations in the proximity of the area and how to communicate effectively within a team when installing fire resisting ductwork systems.
	7.6	Describe how to maintain the tools and equipment used when installing fire resisting ductwork systems.



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing fire resisting ductwork systems in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Associated Industrial Services Occupations – Passive Fire Protection (Construction)</u></p> <p><b>One</b> of the following endorsements required:  Kitchen extraction  Smoke extraction  Ventilation  Pressurisation system  Car park ductwork</p>
Sector Subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	190

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing fire stopping and penetration seals in the workplace	
<b>Unit Number:</b>	R/615/3866	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when installing fire stopping and penetration seals.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification, and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification, manufacturers' information, official guidance, Codes of Practice, guidance documents and current regulations/guidance relating to install fire stopping and penetration seals in buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when installing fire stopping and penetration seals.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative, vehicles and tools.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	Describe the types of fire extinguishers available when installing fire stopping and penetration seals and describe how and when they are used.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing fire stopping and penetration seals in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 Maintain safe and healthy working practices when installing fire stopping and penetration seals.	3.1	Use health and safety control equipment safely and comply with the methods of work and safety control measures to carry out the activity in accordance with current legislation and organisational requirements when installing fire stopping and penetration seals.
	3.2	Demonstrate compliance with given information and relevant legislation when installing fire stopping and penetration seals in relation to the following: <ul style="list-style-type: none"> <li>– safe use and storage and handling of access apparatus, working platforms and tools</li> <li>– safe use, storage and handling of materials</li> <li>– specific risks to health and the environment.</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to installing fire stopping and penetration seals, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– local exhaust ventilation (LEV)</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE).</li> </ul>
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
	3.6	Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with installing fire stopping and penetration seals as relevant to the operations.

## Units – Learning Outcomes and Assessment Criteria

Title:	Installing fire stopping and penetration seals in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Select the required quantity and quality of resources for the methods of work to install fire stopping and penetration seals.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– steel support and reinforcement systems</li> <li>– batts, pillows, plugs/blocks, mortars/compounds, foam, seals/slabs/strips, sealants, stone wool and fibre barriers, collars/pipe wraps and proprietary systems</li> <li>– fittings and fixings</li> <li>– hand tools, portable power tools and equipment.</li> </ul>
	4.3	Describe how to confirm that the resources and materials conform to the specification.
	4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.6	Describe any potential hazards associated with the resources and methods of work.
	4.7	Describe how to measure quantity, length, area and wastage associated with the method and procedure to install fire stopping and penetration seals.
5 Minimise the risk of damage to the work and surrounding area when installing fire stopping and penetration seals.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing fire stopping and penetration seals in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
6 Complete the work within the allocated time when installing fire stopping and penetration seals.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and explain why timescales and deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to install fire stopping and penetration seals. to the required specification.	7.1	Demonstrate the following work skills when installing fire stopping and penetration seals: <ul style="list-style-type: none"> <li>– measuring, positioning, marking out, drilling, fixing, shuttering, mixing, pouring, cutting, fitting, finishing, positioning and securing.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3	Prepare and install fire stopping to voids, gaps and openings within fire-resisting ceilings, floors and walls, including around plastic pipes, cables and insulated pipes and to at least three of the following penetration types, to given working instructions relating to: <ul style="list-style-type: none"> <li>– linear gaps</li> <li>– cable trunking</li> <li>– cable trays</li> <li>– metal pipes</li> <li>– ducts with or without fire damper</li> <li>– large blank openings</li> <li>– switch boxes.</li> </ul>
	7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– prepare and install fire stopping to voids, gaps and openings within fire resisting ceiling, floor and wall installations</li> <li>– prepare and install fire stopping around plastic pipes, cables and insulated pipes to the following penetration types: linear gaps, cable trunking, cable trays, metal pipes, ducts with or without fire dampers, large blank openings and switch boxes</li> <li>– install batts, pillows, plugs/blocks, mortars/compounds, foam, seals/slabs/strips, sealants, stone wool and fibre barriers, collars/pipe wraps and proprietary systems</li> <li>– fix steel support and reinforcement systems</li> <li>– identify and follow the installation quality requirements, ensuring an effective seal on both side</li> <li>– ensure the integrity of the substrate</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Installing fire stopping and penetration seals in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 continued	7.4	<ul style="list-style-type: none"> <li>– understand the scope and limitations of fire stopping systems</li> <li>– carry out repairs to, or replacement of, fire stopping systems</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>– understand the implications of the generic interfaces between systems types</li> <li>– work with, around and in close proximity to plant and machinery</li> <li>– direct and guide the operations and movement of plant and machinery</li> <li>– use hand tools, portable power tools and equipment ensuring electrical equipment has an appropriate portable appliance test (PAT)</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.5	Describe the implications of fire and smoke transfer due to incorrect installation.
	7.6	Describe the fire resisting requirements when installing fire stopping and penetration seals.
	7.7	Describe the needs of other occupations in the proximity of the working area and how to communicate effectively within a team when installing fire stopping and penetration seals.
	7.8	Describe how to maintain the tools and equipment used when installing fire stopping and penetration seals.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing fire stopping and penetration seals in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Associated Industrial Services Occupations – Passive Fire Protection (Construction)</u></p> <p><b>Three</b> of the following endorsements required:</p> <ul style="list-style-type: none"> <li>Linear gaps</li> <li>Cable trunking</li> <li>Cable trays</li> <li>Metal pipes</li> <li>Ducts with or without damper</li> <li>Switch boxes</li> </ul>
Sector Subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	190

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing flexible (non-mechanical) cavity barriers in the workplace	
<b>Unit Number:</b>	Y/615/3867	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when installing flexible (non-mechanical) cavity barriers.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification, and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification, manufacturers' information, official guidance, Codes of Practice, guidance documents and current regulations/guidance relating to installing flexible (non-mechanical) cavity barriers in buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when installing flexible (non-mechanical) cavity barriers.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative, vehicles and tools.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	Describe the types of fire extinguishers available when installing flexible (non-mechanical) cavity barriers and describe how and when they are used.



## Units – Learning Outcomes and Assessment Criteria

Title:	Installing flexible (non-mechanical) cavity barriers in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Maintain safe and healthy working practices when installing flexible (non-mechanical) cavity barriers.	3.1	Use health and safety control equipment safely and comply with the methods of work and safety control measures to carry out the activity in accordance with current legislation and organisational requirements when installing flexible (non-mechanical) cavity barriers.
	3.2	Demonstrate compliance with given information and relevant legislation when installing flexible (non-mechanical) cavity barriers in relation to the following: <ul style="list-style-type: none"> <li>– safe use and storage and handling of access apparatus, working platforms and tools</li> <li>– safe use, storage and handling of materials</li> <li>– specific risks to health and the environment.</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to installing flexible (non-mechanical) cavity barriers, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– local exhaust ventilation (LEV)</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE).</li> </ul>
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
	3.6	Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with installing flexible (non-mechanical) cavity barriers as relevant to the operations.

## Units – Learning Outcomes and Assessment Criteria

Title:	Installing flexible (non-mechanical) cavity barriers in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Select the required quantity and quality of resources for the methods of work to install flexible (non-mechanical) cavity barriers	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– stone wool/proprietary fire and smoke (non-mechanical) cavity barriers</li> <li>– proprietary penetration sealing systems</li> <li>– fittings and fixings</li> <li>– hand tools, portable power tools and equipment.</li> </ul>
	4.3	Describe how to confirm that the resources and materials conform to the specification.
	4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.6	Describe any potential hazards associated with the resources and methods of work.
	4.7	Describe how to measure quantity, length, area and wastage associated with the method and procedure to installing flexible (non-mechanical) cavity barriers.
5 Minimise the risk of damage to the work and surrounding area when installing flexible (non-mechanical) cavity barriers	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing flexible (non-mechanical) cavity barriers in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
6 Complete the work within the allocated time when installing flexible (non-mechanical) cavity barriers.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and explain why timescales and deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to install flexible (non-mechanical) cavity barriers to the required specification.	7.1	Demonstrate the following work skills when installing flexible (non-mechanical) cavity barriers: <ul style="list-style-type: none"> <li>– measuring, positioning, marking out, drilling, fixing, stapling and stitching and securing.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3	Prepare and install flexible (non-mechanical) fire and smoke cavity barriers within floor and ceiling voids including sealing around service penetration to given working instructions.
	7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– identify and follow the installation quality requirements</li> <li>– prepare and install fire and smoke flexible (non-mechanical) cavity barriers within floor and ceiling voids</li> <li>– ensure the integrity of the substrate</li> <li>– install steel angles, plates and channels</li> <li>– install stone wool and proprietary (non-mechanical) cavity barriers</li> <li>– sealing around service penetrations</li> <li>– carry out repairs to or replacement of proprietary (non-mechanical) cavity barriers</li> <li>– understand the implications of the generic interfaces between systems types</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>– work with, around and in close proximity to plant and machinery</li> <li>– direct and guide the operations and movement of plant and machinery</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing flexible (non-mechanical) cavity barriers in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	7.4	<ul style="list-style-type: none"> <li>– use hand tools, portable power tools and equipment ensuring electrical equipment has an appropriate portable appliance test (PAT)</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.5	Describe the fire resisting requirements when installing flexible (non-mechanical) cavity barriers.
	7.6	Describe the implications of incorrect installation.
	7.7	Describe the needs of other occupations in the proximity of the working area and how to communicate effectively within a team when installing flexible (non-mechanical) cavity barriers.
	7.8	Describe how to maintain the tools and equipment used when installing flexible (non-mechanical) cavity barriers.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing flexible (non-mechanical) cavity barriers in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	170

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Erecting fire resisting walls and wall linings in the workplace
<b>Unit Number:</b>	D/615/3868
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Interpret the given information relating to the work and resources when erecting fire resisting walls and wall linings.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification, and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification, manufacturers' information, official guidance, Codes of Practice, guidance documents and current regulations/guidance relating to erecting fire resisting walls and wall linings in buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when erecting fire resisting walls and wall linings.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.</li> </ul>
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative, vehicles and tools.
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4 Describe the types of fire extinguishers available when erecting fire resisting walls and wall linings and describe how and when they are used.

## Units – Learning Outcomes and Assessment Criteria

Title:	Erecting fire resisting walls and wall linings in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Maintain safe and healthy working practices when erecting fire resisting walls and wall linings.	3.1	Use health and safety control equipment safely and comply with the methods of work and safety control measures to carry out the activity in accordance with current legislation and organisational requirements when erecting fire resisting walls and wall linings.
	3.2	Demonstrate compliance with given information and relevant legislation when erecting fire resisting walls and wall linings in relation to the following: <ul style="list-style-type: none"> <li>– safe use and storage and handling of access apparatus, working platforms and tools</li> <li>– safe use, storage and handling of materials</li> <li>– specific risks to health and the environment.</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to erecting fire resisting walls and wall linings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– local exhaust ventilation (LEV)</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE).</li> </ul>
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
	3.6	Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with erecting fire resisting walls and wall linings as relevant to the operations.

## Units – Learning Outcomes and Assessment Criteria

Title:	Erecting fire resisting walls and wall linings in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Select the required quantity and quality of resources for the methods of work to erect fire resisting walls and wall linings	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– steel angles, channels and studs</li> <li>– framing materials, boards and insulation, fixings, fittings</li> <li>– hand tools, portable power, tools and equipment.</li> </ul>
	4.3	Describe how to confirm that the resources and materials conform to the specification.
	4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.6	Describe any potential hazards associated with the resources and methods of work.
	4.7	Describe how to measure quantity, length, area and wastage associated with the method and procedure to erecting fire resisting walls and wall linings.
5 Minimise the risk of damage to the work and surrounding area when erecting fire resisting walls and wall linings	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.



## Units – Learning Outcomes and Assessment Criteria

Title:	Erecting fire resisting walls and wall linings in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
6 Complete the work within the allocated time when erecting fire resisting walls and wall linings.	6.1 Demonstrate completion of the work within the allocated time.	
	6.2 Describe the purpose of the work programme and explain why timescales and deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>	
7 Comply with the given contract information to erect fire resisting walls and wall linings to the required specification.	7.1 Demonstrate the following work skills when erecting fire resisting walls and wall linings: <ul style="list-style-type: none"> <li>– measuring, marking out, cutting, fitting, finishing, positioning and securing.</li> </ul>	
	7.2 Use and maintain hand tools, portable power tools and ancillary equipment.	
	7.3 Set out, erect and/or repair fire resisting framework walls and wall linings to given working instructions.	
	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– understand the performance functions of a fire wall, common failure points and the implications of incorrect installation</li> <li>– identify and follow the installation quality requirements</li> <li>– understand the specific system components</li> <li>– understand the implications of the generic interfaces between systems types</li> <li>– ensure the integrity and suitability of the substrate</li> <li>– set out and erect fire resisting framework walls and wall linings</li> <li>– repair fire resisting walls and wall linings</li> <li>– form joints to structures and openings</li> <li>– provide for 'second fix' items</li> <li>– install deflection head details</li> <li>– understand the requirements for the correct fire resistant finish</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>– work with, around and in close proximity to plant and machinery</li> <li>– direct and guide the operations and movement of plant and machinery</li> </ul>	

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Erecting fire resisting walls and wall linings in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
	<ul style="list-style-type: none"> <li>– use hand tools, portable power tools and equipment ensuring electrical equipment has an appropriate portable appliance test (PAT)</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>	
	Describe the fire resisting requirements when erecting fire resisting walls and wall linings.	
	7.5	Describe the needs of other occupations in the proximity of the working area and how to communicate effectively within a team when erecting fire resisting walls and wall linings.
	7.6	Describe how to maintain the tools and equipment used when erecting fire resisting walls and wall linings.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Erecting fire resisting walls and wall linings in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	170

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Erecting fire resisting ceiling systems in the workplace	
<b>Unit Number:</b>	R/615/1244	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when erecting fire resisting ceiling systems.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification, and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification, manufacturers' information, official guidance, Codes of Practice, guidance documents and current regulations/guidance relating to erecting fire resisting ceiling systems in buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when erecting fire resisting ceiling systems.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative, vehicles and tools.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	Describe the types of fire extinguishers available when erecting fire resisting ceiling systems and describe how and when they are used.

## Units – Learning Outcomes and Assessment Criteria

Title:	Erecting fire resisting ceiling systems in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Maintain safe and healthy working practices when erecting fire resisting ceiling systems.	3.1	Use health and safety control equipment safely and comply with the methods of work and safety control measures to carry out the activity in accordance with current legislation and organisational requirements when erecting fire resisting ceiling systems.
	3.2	Demonstrate compliance with given information and relevant legislation when erecting fire resisting ceiling systems in relation to the following: <ul style="list-style-type: none"> <li>– safe use and storage and handling of access apparatus, working platforms and tools</li> <li>– safe use, storage and handling of materials</li> <li>– specific risks to health and the environment.</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– local exhaust ventilation (LEV)</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE).</li> </ul>
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
	3.6	Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with erecting fire resisting ceiling systems as relevant to the operations.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Erecting fire resisting ceiling systems in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 Select the required quantity and quality of resources for the methods of work to erect fire resisting ceiling systems.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– steel angles and channels, support systems and studs</li> <li>– framing materials, boards and insulation, fixings and fittings</li> <li>– hand tools, portable power tools and equipment.</li> </ul>
	4.3	Describe how to confirm that the resources and materials conform to the specification.
	4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.6	Describe any potential hazards associated with the resources and methods of work.
	4.7	Describe how to measure quantity, length, area and wastage associated with the method and procedure to erect fire resisting ceiling systems.
5 Minimise the risk of damage to the work and surrounding area when erecting fire resisting ceiling systems.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Erecting fire resisting ceiling systems in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
6 Complete the work within the allocated time when erecting fire resisting ceiling systems.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and explain why timescales and deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to erect fire resisting ceiling systems to the required specification.	7.1	Demonstrate the following work skills when erecting fire resisting ceiling systems: <ul style="list-style-type: none"> <li>– measuring, marking out, cutting, fitting, finishing, positioning and securing.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3	Set out, erect and repair fire resisting ceiling systems to given working instructions.
	7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– understand the performance functions of a fire resisting ceiling, common failure points and the implications of incorrect installation</li> <li>– identify and follow the installation quality requirements</li> <li>– ensure the integrity and suitability of the substrate</li> <li>– set out, erect and secure fire resisting ceiling systems</li> <li>– carry out repairs to damaged fire resisting ceiling systems</li> <li>– understand the specific system components</li> <li>– understand the implications of the generic interfaces between systems types</li> <li>– provide for 'second fix' items</li> <li>– understand the requirements for the correct fire resistant finish</li> <li>– recognise and determine when specialist skills and knowledge required and report accordingly</li> <li>– determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance.</li> <li>– work with, around and in close proximity to plant and machinery</li> <li>– direct and guide the operations and movement of plant and machinery</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Erecting fire resisting ceiling systems in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 continued	7.4	<ul style="list-style-type: none"> <li>– use hand tools, portable power tools and equipment ensuring electrical equipment has an appropriate portable appliance test (PAT)</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.5	Describe the fire resisting requirements when erecting fire resisting ceiling systems.
	7.6	Describe the needs of other occupations in the proximity of the working area and how to communicate effectively within a team when erecting fire resisting ceiling systems.
	7.7	Describe how to maintain the tools and equipment used when erecting fire resisting ceiling systems.



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Erecting fire resisting ceiling systems in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	190

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Applying non-reactive spray coatings in the workplace	
<b>Unit Number:</b>	D/615/3871	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when applying non-reactive spray coatings.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification, and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, work instructions, fire performance documentation/certification, manufacturers' information, official guidance, Codes of Practice, guidance documents and current regulations/guidance relating to applying non-reactive spray coatings in buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when applying non-reactive spray coatings.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative, vehicles and tools.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	Describe the types of fire extinguishers available when applying non-reactive spray coatings and describe how and when they are used.

## Units – Learning Outcomes and Assessment Criteria

Title:	Applying non-reactive spray coatings in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Maintain safe and healthy working practices when applying non-reactive spray coatings.	3.1	Use health and safety control equipment safely and comply with the methods of work and safety control measures to carry out the activity in accordance with current legislation and organisational requirements when applying non-reactive spray coatings.
	3.2	Demonstrate compliance with given information and relevant legislation when applying non-reactive spray coatings in relation to the following: <ul style="list-style-type: none"> <li>– safe use and storage and handling of access apparatus, working platforms and tools</li> <li>– safe use, storage and handling of materials</li> <li>– specific risks to health and the environment.</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to applying non-reactive spray coatings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– local exhaust ventilation (LEV)</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE).</li> </ul>
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
	3.6	Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with applying non-reactive spray coatings as relevant to the operations.

## Units – Learning Outcomes and Assessment Criteria

Title:	Applying non-reactive spray coatings in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Select the required quantity and quality of resources for the methods of work to apply non-reactive spray coatings.	4.1	Select resources associated with own work in relation to materials, components, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– spray material</li> <li>– masking materials</li> <li>– primers, reinforcement, fixings</li> <li>– hand tools, portable power tools and spray pumping equipment.</li> </ul>
	4.3	Describe how to confirm that the resources and materials conform to the specification.
	4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.6	Describe any potential hazards associated with the resources and methods of work.
	4.7	Describe how to measure quantity, length, area and wastage associated with the method and procedure to apply non-reactive spray coatings.
5 Minimise the risk of damage to the work and surrounding area when applying non-reactive spray coatings.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers’ information, statutory regulations and official guidance.

## Units – Learning Outcomes and Assessment Criteria

Title:	Applying non-reactive spray coatings in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
6 Complete the work within the allocated time when applying non-reactive spray coatings.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and explain why timescales and deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to apply non-reactive spray coatings to the required specification.	7.1	Demonstrate the following work skills when applying non-reactive spray coatings: <ul style="list-style-type: none"> <li>– measuring, cleaning, priming, positioning and securing.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3	Select the appropriate spray equipment based on material selection.
	7.4	Mix materials with correct water ratios for required time and paddle/augur speeds and measure to manufacturer’s density requirements.
	7.5	Prepare concrete, steel and reinforcement to receive non-reactive spray coatings to given working instructions.
	7.6	Apply non-reactive spray coatings materials to given working instructions.
	7.7	Carry out repairs to product specification.
	7.8	Carry out repairs to coatings as per product specification.
	7.9	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– identify and follow the installation quality requirements</li> <li>– select the appropriate spray equipment based on material selection</li> <li>– assess the substrate condition for application</li> <li>– understand how to mix materials with correct water ratios for required times and paddle/augur speeds and measure to manufacturer’s density requirements</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Applying non-reactive spray coatings in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 continued	7.9	<ul style="list-style-type: none"> <li>— spray non-reactive coatings to concrete, steel and reinforcement</li> <li>– identify substrate and compatibility requirements</li> <li>– secure reinforcement</li> <li>– carry out repairs in accordance with product specification</li> <li>– review the quality of the application including the required thickness</li> <li>– protect environment from wet and dry waste</li> <li>– understand the implications of the generic interfaces between system types</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– recognise specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>– work with, around and in close proximity to plant and machinery</li> <li>– direct and guide the operations and movement of plant and machinery</li> <li>– use hand tools, portable power tools and equipment ensuring electrical equipment has an appropriate portable appliance test (PAT)</li> <li>– work at height using the appropriate access equipment.</li> </ul>
	7.10	Describe the effects of changing environmental conditions on the application process.
	7.11	Describe the selection of material thickness for fire resisting requirements when applying non-reactive spray coatings.
	7.12	Describe the needs of other occupations in the proximity of the working area and how to communicate effectively within a team when applying non-reactive spray coatings.
	7.13	Describe how to maintain the tools and equipment used when applying non-reactive spray coatings.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Applying non-reactive spray coatings in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	170

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing fire resisting timber door assemblies and doorsets in the workplace	
<b>Unit Number:</b>	H/615/3872	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when installing fire resisting timber door assemblies and doorsets.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, fire performance documentation/certification and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements risk assessments, work instructions, fire performance documentation/certification, manufacturers' information, official guidance, current regulations governing buildings, Codes of Practice and guidance documents.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when installing fire resisting timber door assemblies and doorsets.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when installing fire resisting timber door assemblies and doorsets.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing fire resisting timber doorsets.



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing fire resisting timber door assemblies and doorsets in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 continued	3.2	Demonstrate compliance with given information and relevant legislation when installing fire resisting timber door assemblies and doorsets. in relation to the following: <ul style="list-style-type: none"> <li>– safe use of access equipment/working platforms</li> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health.</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to installing fire resisting timber doorsets, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul>
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities..
4 Select the required quantity and quality of resources for the methods of work to install fire resisting timber door assemblies and doorsets.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– manufacturer’s installation instructions</li> <li>– fire doors</li> <li>– fire door frames</li> <li>– fixings, ironmongery and furniture</li> <li>– intumescent seals and cold smoke seals</li> <li>– hand tools, portable power tools and equipment.</li> </ul>
	4.3	Describe how to check that all the correct materials and components conform to the fire performance documentation/certificates.
	4.4	Describe how the resources should be used correctly, how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing fire resisting timber door assemblies and doorsets in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 continued	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.6	Describe any potential hazards associated with the resources and methods of work.
	4.7	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install fire resisting timber door assemblies and doorsets.
5 Minimise the risk of damage to the work and surrounding area when installing fire resisting timber door assemblies and doorsets.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when installing fire resisting timber door assemblies and doorsets.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to install fire resisting timber door assemblies and doorsets. to the required specification.	7.1	Demonstrate the following work skills when installing fire resisting timber doorsets: <ul style="list-style-type: none"> <li>– measuring, marking out, drilling, fixing, sealing, cutting, fitting, finishing, positioning and securing.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3	Prepare and install fire resisting timber door assemblies and door sets to given working instructions and to specification.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing fire resisting timber door assemblies and doorsets in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
7 continued	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"> <li>– ensure compliance with fire performance documentation/certification</li> <li>– ensure no alterations have been carried out which may affect the fire certification of the door</li> <li>– ensure surrounding construction is to specification</li> <li>– check all component parts are undamaged</li> <li>– install doorframes to specification with defined fixings and seals</li> <li>– install intumescent protection into void, (wall and frame) as per specification</li> <li>– install door-leaves to specification with defined fixings and seals</li> <li>– install cold smoke seals according to specification</li> <li>– install intumescent seals to specification</li> <li>– confirm specified intumescent protection is fitted to ironmongery/furniture</li> <li>– fit specified ironmongery/furniture ensuring the use of a compliant fixing regime</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– work with, around and in close proximity to plant and machinery</li> <li>– use hand tools, portable power tools and equipment</li> <li>– use access equipment.</li> </ul>
	7.5	Describe the fire resisting requirements when installing fire resisting timber doorsets.
	7.6	Describe the implications of incorrect installation.
	7.7	Describe the needs of other occupations and how to communicate effectively within a team when installing fire resisting timber doorsets.
	7.8	Describe how to maintain the tools and equipment used when installing fire resisting timber doorsets.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing fire resisting timber door assemblies and doorsets in the workplace
<b>Additional information about this unit</b>	
Assessment guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills 'Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	190



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