



**Level 2 NVQ Diploma in Construction using Off-site  
Manufactured Assemblies (Construction)**

**Qualification Specification**

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## Introduction

The ProQual Level 2 NVQ Diploma in Construction using Off-site Manufactured Assemblies (Construction) qualification provides a nationally recognised qualification for those working in the occupational area of construction using off-site manufactured assemblies. The qualification assesses occupational competence in the workplace where candidates are required to demonstrate skills and knowledge to a level required in the construction industry. There are four pathways:

**Pathway 1: Cold Formed Steel Frame - Erection**

**Pathway 2: Cold Formed Steel Frame – Assembly/Erection**

**Pathway 3: Modular and Portable Building**

**Pathway 4: Erection of Precast Concrete - Structural**

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).

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 Construction using Off-site Manufactured Assemblies (Construction)

Qualification title	<b>ProQual Level 2 NVQ Diploma in Construction using Off-site Manufactured Assemblies (Construction)</b>
Ofqual qualification number	603/3410/1
Level	2
Total Qualification Time	370 hours (217 GLH)
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	10/7/2018
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 all of the Mandatory units from one of the Pathways.

Candidates may also complete any of the Additional Units but these will not count towards the qualification.

**CITB references and credit values are provided in this document for information only.**

## Pathways

There are 4 Pathways, the Mandatory requirements for each are listed below.

**Pathway 1: Cold Formed Steel Frame - Erection**

**Pathway 2: Cold Formed Steel Frame – Assembly/Erection**

**Pathway 3: Modular and Portable Building**

**Pathway 4: Erection of Precast Concrete - Structural**

## Pathway 1 : Cold Formed Steel Frame - Erection

Candidates must complete **FIVE** Mandatory units.

Mandatory Units			<i>CITB reference 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>M/617/1436</b>	Erecting steel frame walls, floors and roofs in the workplace	2	291v3
<b>T/617/1437</b>	Installing supplementary steel frame finishings in the workplace	2	296v2

## Pathway 1 Additional Units

Candidates may complete any of the Additional Units but these will not count towards the qualification.

Additional Units			<i>CITB reference provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>F/616/1705</b>	Install sheeting and cladding systems on roofs and walls in the workplace	2	95v2
<b>L/616/1707</b>	Preparing backing walls to receive rainscreen wall cladding systems in the workplace	3	183v3
<b>A/508/6525</b>	Slings and hand signalling the movement of suspended loads in the workplace	2	402Av1

## Pathway 2 : Cold Formed Steel Frame – Assembly/Erection

Candidates must complete **SIX** Mandatory units.

Mandatory Units			<i>CITB reference 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>M/617/1436</b>	Erecting steel frame walls, floors and roofs in the workplace	2	291v3
<b>T/617/1437</b>	Installing supplementary steel frame finishings in the workplace	2	296v2
<b>A/617/1438</b>	Preparing and assembling cold formed steel frames in the workplace	2	499v2

## Pathway 2 Additional Units

Candidates may complete any of the Additional Units but these will not count towards the qualification.

Additional Units			<i>CITB reference provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>F/616/1705</b>	Install sheeting and cladding systems on roofs and walls in the workplace	2	95v2
<b>L/616/1707</b>	Preparing backing walls to receive rainscreen wall cladding systems in the workplace	3	183v3
<b>A/508/6525</b>	Slings and hand signalling the movement of suspended loads in the workplace	2	402Av1

### Pathway 3 : Modular and Portable Building

Candidates must complete **SIX** units:

- **THREE** Mandatory units, plus
- **ONE** unit from Optional Group 1, and
- **TWO** units from Optional Group 2

Mandatory Units			<i>CITB reference 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
Optional Group 1 Units – complete ONE unit			
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>F/617/1439</b>	Installing, dismantling and maintaining modular buildings in the workplace	2	320v2
<b>T/617/1440</b>	Installing, maintaining and decommissioning prefabricated portable cabins, units and temporary buildings in the workplace	2	321v2
Option Group 2 Units – complete TWO units			
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>A/617/1441</b>	Installing first fixing components in the workplace	2	09Av2
<b>A/617/1299</b>	Maintaining non-structural carpentry work in the workplace	2	12v2
<b>K/615/2819</b>	Maintaining non-structural or structural components in the workplace	3	25v3
<b>L/615/1842</b>	Installing basic plumbing in the workplace	2	122
<b>F/615/1241</b>	Installing plasterboard linings in the workplace	2	130v2
<b>T/615/2211</b>	Applying paint systems by brush and roller in the workplace	2	333Av3
<b>H/615/2219</b>	Applying coatings by the air spray method in the workplace	3	340v2
<b>R/615/2216</b>	Preparing surfaces by abrasive blast cleaning in the workplace	3	349v2
<b>A/508/6525</b>	Slings and hand signalling the movement of suspended loads in the workplace	2	402Av1
<b>A/615/1240</b>	Finishing dry lining walls and ceilings in the workplace	2	618v2

## Pathway 4 : Erection of Precast Concrete - Structural

Candidates must complete **FIVE** Mandatory units.

Mandatory Units			<i>CITB reference 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>M/615/1736</b>	Erecting precast concrete structural units in the workplace	2	182v2
<b>A/508/6525</b>	Slinging and hand signalling the movement of suspended loads in the workplace	2	402Av1

## Pathway 4 Additional Units

Candidates may complete any of the Additional Units but these will not count towards the qualification.

Additional Units			<i>CITB reference provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>K/508/4648</b>	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	2	392Av3
<b>M/506/4649</b>	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace	2	392Bv3
<b>T/508/6510</b>	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace	2	392Cv3



## 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 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 for Construction and the Built Environment, 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 12.

**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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### 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 <i>The learner will be able to:</i>	Assessment criteria <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

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>	
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 steel frame walls, floors and roofs in the workplace	
<b>Unit Number:</b>	M/617/1436	
<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 steel frame walls, floors and roofs.	1.1	Interpret and extract relevant information from drawings, specifications, digital information, schedules method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, digital information and 3D modelling, method statements, risk assessments, manufacturers' technical information, official guidance and current regulations governing buildings related to the erection of steel frame walls, floors and roofs.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when erecting steel frame walls, floors and roofs.	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 and vehicles.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when erecting steel frame walls, floors and roofs.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when erecting steel frame walls, floors and roofs.

## Units – Learning Outcomes and Assessment Criteria

Title:	Erecting steel frame walls, floors and roofs in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 continued	3.2	Demonstrate compliance with given information and relevant legislation when erecting steel frame walls, floors and roofs in relation to the following: <ul style="list-style-type: none"> <li>– safe use of access equipment</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, when erecting of steel frame walls, floors and roofs 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.
4 Select the required quantity and quality of resources for the methods of work to erect steel frame walls, floors and roofs.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools, equipment and consumables.
	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>– internal and external walls, ring beams, lattice beams, hot-rolled columns and beams, metal sections, steel fixings, damp proof course materials and associated items</li> <li>– floors (metal decks, composite decks, joists, floor cassettes and/or timber based materials)</li> <li>– roof structures, elements, rafters and bracing</li> <li>– fittings and fixings</li> <li>– consumables</li> <li>– hand tools, portable power tools and equipment.</li> </ul>



## Units – Learning Outcomes and Assessment Criteria

Title:	Erecting steel frame walls, floors and roofs in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 continued	4.3	Describe how to confirm that the resources and materials conform to the specification.
	4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources
	4.6	Describe any potential hazards associated with the resources and methods of work.
	4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to erect steel frame walls, floors and roofs.
5 Minimise the risk of damage to the work and surrounding area when erecting steel frame walls, floors and roofs.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Maintain a clear and tidy work space.
	5.3	Dispose of waste in accordance with current legislation
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when erecting steel frame walls, floors and roofs.	6.1	Demonstrate completion of the work within the estimated 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 productivity targets and time scales</li> <li>– how times are estimated</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Erecting steel frame walls, floors and roofs 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 steel frame walls, floors and roofs to the required specification.	7.1	Demonstrate the following work skills when erecting steel frame walls, floors and roofs structures: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, finishing, positioning and securing.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3	Erect at least six of the following to given working instructions: <ul style="list-style-type: none"> <li>– ring beams</li> <li>– pre-manufactured and/or in-situ load bearing walls</li> <li>– prefabricated and/or in-situ non-load bearing walls</li> <li>– lattice beams and/or C section joists</li> <li>– pre-manufactured and/or in-situ intermediate floors</li> <li>– floor and/or composite decking units (e.g. precast concrete components, timber based materials)</li> <li>– hot rolled columns and beams</li> <li>– pre-manufactured and/or in-situ roof structures (manually and/or mechanically handled components).</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>– provide information for Building Information Modelling (BIM)</li> <li>– erect and install manually and by mechanical lifting, ring beams, load bearing and non-load bearing wall, lattice beams, C section joists, hot-rolled columns and beams</li> <li>– erect manually and/or by mechanical lifting, pre-manufactured and/or in-situ roofs</li> <li>– form overhangs and parapet eaves</li> <li>– support lifting operations</li> <li>– lay floors (metal decks, composite decks, joist, floor cassettes and timber based materials)</li> <li>– form connections associated with steel frame construction</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– identify and follow the installation quality requirements</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 steel frame walls, floors and roofs 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</li> <li>– work at height</li> <li>– use access equipment</li> <li>– economise the use of water, report leaks and turn taps off.</li> </ul>
	7.5	Describe the needs of other occupations and how to communicate effectively within a team when erecting steel frame walls, floors and roofs.
	7.6	Describe how to maintain the tools and equipment used when erecting steel frame walls, floors and roofs.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Erecting steel frame walls, floors and roofs in the workplace
<b>Additional information about this unit</b>	
<b>Assessment Guidance</b>	<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 Construction using Off-site Manufactured Assemblies (Construction):</u></p> <p><b>Six</b> of the following endorsement required:</p> <ul style="list-style-type: none"> <li>Ring Beams</li> <li>Load bearing walls – pre-manufactured</li> <li>Load bearing walls – in situ</li> <li>Non-load bearing walls – prefabricated</li> <li>Non-load bearing walls – in situ</li> <li>Lattice Beams</li> <li>C section Joints</li> <li>Intermediate floors – pre-manufactured</li> <li>Intermediate floors – in situ</li> <li>Floor decking units</li> <li>Hot rolled columns and beams</li> <li>Roof structures – pre-manufactured</li> <li>Roof structures – in situ</li> </ul>
<b>Sector Subject Area</b>	5.2 Building and Construction
<b>Availability for use</b>	Shared unit
<b>Unit guided learning hours</b>	80
<b>Assessment hours</b>	10

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing supplementary steel frame finishings in the workplace	
<b>Unit Number:</b>	T/617/1437	
<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 supplementary steel frame finishings.	1.1	Interpret and extract relevant information from drawings, specifications, digital information, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, digital information and 3D modelling, method statements, risk assessments, manufacturers' technical information, official guidance and current regulations governing buildings in relation to installing supplementary steel frame finishings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when installing supplementary steel frame finishings.	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 and vehicles.
	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 supplementary steel frame finishings.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing supplementary steel frame finishings.

## Units – Learning Outcomes and Assessment Criteria

Title:	Installing supplementary steel frame finishings in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 continued	3.2	Demonstrate compliance with given information and relevant legislation when installing supplementary steel frame finishings in relation to the following: <ul style="list-style-type: none"> <li>– safe use of access equipment</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 the installing of supplementary steel frame finishings, and the types, purpose and limitations of each type, the work situation and general work environment in relation to: <ul style="list-style-type: none"> <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.
4 Select the required quantity and quality of resources for the methods of work to install supplementary steel frame finishings.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools, equipment and consumables.
	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>– brick tie systems, breather membrane, vapour control layers, fire stops, insulation, internal linings sheathing boarding and associated items</li> <li>– fittings and fixings (cladding support fixings)</li> <li>– consumables</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.

## Units – Learning Outcomes and Assessment Criteria

Title:	Installing supplementary steel frame finishings in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 continued	4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.6	Describe any potential hazards associated with the resources and methods of work.
	4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to install supplementary steel frame finishings.
5 Minimise the risk of damage to the work and surrounding area when installing supplementary steel frame finishings.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Maintain a clear and tidy work space.
	5.3	Dispose of waste in accordance with 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 supplementary steel frame finishings.	6.1	Demonstrate completion of the work within the estimated 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 productivity targets and time scales</li> <li>– how times are estimated</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Installing supplementary steel frame finishings in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
7 Comply with the given contract information to install supplementary steel frame finishings to the required specification.	7.1	Demonstrate the following work skills when installing supplementary steel frame finishings: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, finishing, positioning and securing.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3	Install at least one of the following to given working instructions: <ul style="list-style-type: none"> <li>– brick tie systems</li> <li>– breather membrane</li> <li>– vapour control layer</li> <li>– fire stops</li> <li>– insulation</li> <li>– internal linings</li> <li>– sheathing boarding</li> <li>– cladding support fixtures.</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>– provide information for Building Information Modelling (BIM)</li> <li>– install brick tie systems, breather membranes, vapour control layers, fire stops, insulation, internal linings, sheathing boarding and cladding support fixtures</li> <li>– form connections associated with steel frame construction</li> <li>– install insulation to achieve the specified energy and carbon performance</li> <li>– avoid thermal bridging, bypassing and condensation</li> <li>– apply the principles of airtightness and ventilation</li> <li>– form joints associated with fixing internal linings</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– identify and follow the installation quality requirements</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</li> </ul>



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing supplementary steel frame finishings 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 cont	<ul style="list-style-type: none"> <li>– work at height</li> <li>– use access equipment</li> <li>– economise the use of water, report leaks and turn taps off</li> </ul>
	7.5	Describe the needs of other occupations and how to communicate effectively within a team when installing supplementary steel frame finishings.
	7.6	Describe how to maintain the tools and equipment used for installing supplementary steel frame finishings.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing supplementary steel frame finishings 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> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Construction using Off-site Manufactured Assemblies (Construction):</u></p> <p><b>One</b> of the following endorsements required:</p> <ul style="list-style-type: none"> <li>Brick tie systems</li> <li>Breather membrane</li> <li>Vapour control layers</li> <li>Fire stops</li> <li>Insulation</li> <li>Internal linings</li> <li>Sheathing boarding</li> <li>Cladding support fixtures</li> </ul>
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	110
Assessment hours	10

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and assembling cold formed steel frames in the workplace	
<b>Unit Number:</b>	A/617/1438	
<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 assembling cold formed steel frames.	1.1	Interpret and extract relevant information from drawings, specifications, digital information, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, digital information and 3D modelling, methods statements, risk assessments, manufacturers' technical information, official guidance and current regulations governing buildings relating to the assembly of cold form steel frames.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when assembling cold formed steel frames.	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 and vehicles.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when assembling cold formed steel frames.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when assembling cold formed steel frames.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and assembling cold formed steel frames in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 continued	3.2	Demonstrate compliance with given information and relevant legislation when assembling cold formed steel frames in relation to the following: <ul style="list-style-type: none"> <li>– safe use of access equipment</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 the assembling of cold formed steel frames, 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 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 assemble cold formed steel frames.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools, equipment and consumables.
	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 components for walls, floors, support structures and roofs, insulation materials, fixings, fittings, sheet materials</li> <li>– consumables</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.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and assembling cold formed steel frames in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <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 the required resources.
	4.6	Describe any potential hazards associated with the resources and methods of work.
	4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to assemble cold formed steel frames.
5 Minimise the risk of damage to the work and surrounding area when assembling cold formed steel frames.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Maintain a clear and tidy work space.
	5.3	Dispose of waste in accordance with current legislation
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when assembling cold formed steel frames.	6.1	Demonstrate completion of the work within the estimated, 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 productivity targets and time scales</li> <li>– how times are estimated</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to prepare and assemble cold formed steel frames to the required specification.	7.1	Demonstrate the following work skills when preparing and assembling cold formed steel frames: <ul style="list-style-type: none"> <li>– measuring, marking out, aligning, cutting, fitting, finishing, positioning and securing.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and assembling cold formed steel frames in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
7 continued	7.3	Prepare and assemble cold formed steel for at least one of the following to given working instructions: <ul style="list-style-type: none"> <li>– wall frames</li> <li>– floor frames</li> <li>– support structures</li> <li>– roofs.</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>– provide information for Building Information Modelling (BIM)</li> <li>– prepare and assemble load and non-load bearing wall frames, floor frames, support structures and roofs to the given specification</li> <li>– set up a workstation prior to assembly</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– identify and follow the installation quality requirements</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</li> <li>– work at height</li> <li>– use access equipment</li> <li>– economise the use of water, report leaks and turn taps off.</li> </ul>
	7.5	Describe the needs of other occupations and how to communicate effectively within a team when assembling cold formed steel frames.
	7.6	Describe how to maintain the tools and equipment used for assembling cold formed steel frames.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and assembling cold formed steel frames 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> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Construction using Off-site Manufactured Assemblies (Construction):</u></p> <p><b>One</b> of the following endorsements required:</p> <ul style="list-style-type: none"> <li>Wall frames</li> <li>Floor frames</li> <li>Support structures</li> <li>Roofs</li> </ul>
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	90
Assessment hours	10

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing, dismantling and maintaining modular buildings in the workplace	
<b>Unit Number:</b>	F/617/1439	
<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, dismantling and maintaining modular buildings.	1.1	Interpret and extract relevant information from drawings, specifications, digital information, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, digital information, schedules, method statements, risk assessments, manufacturers' technical information, official guidance and current regulations governing modular buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when installing, dismantling and maintaining modular buildings.	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 and vehicles.
	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 dismantling and maintaining modular buildings.	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, dismantling and maintaining modular buildings.



## Units – Learning Outcomes and Assessment Criteria

Title:	Installing, dismantling and maintaining modular buildings in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 continued	3.2	Demonstrate compliance with given information and relevant legislation when installing, dismantling and maintaining modular buildings in relation to at least two of the following: <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health</li> <li>– safe use of fall prevention systems.</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to the installing dismantling and maintaining modular buildings, and the types, purpose and limitations of each type, the work situation and the 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 given instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
	4	Select the required quantity and quality of resources for the methods of work to install, dismantle and maintain modular buildings.
4	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>– sub-assemblies, sealants, foams, vinyl and pliable products, flashings, fixtures, fittings and coatings</li> <li>– manufactured sheet materials</li> <li>– timber related products</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.

## Units – Learning Outcomes and Assessment Criteria

Title:	Installing, dismantling and maintaining modular buildings in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 continued	4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources
	4.6	Describe any potential hazards associated with the resources and methods of work.
	4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to install, dismantle and maintain modular buildings.
5 Minimise the risk of damage to the work and surrounding area when installing dismantling and maintaining modular buildings.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Maintain a clear and tidy work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when installing dismantling and maintaining modular buildings.	6.1	Demonstrate completion of the work within the estimated, 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 productivity targets and times scales</li> <li>– how times are estimated</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing, dismantling and maintaining modular buildings 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 Comply with the given contract information to install, dismantle and maintain modular buildings to the required specification.	7.1	Demonstrate the following work skills when installing, dismantling and maintaining modular buildings: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, levelling, finishing, positioning and securing.</li> </ul>
	7.2	Use and maintain hand tool, portable power tools and ancillary equipment.
	7.3	Install and/or dismantle and/or maintain the following to given working instructions for modular buildings: <ul style="list-style-type: none"> <li>– single storey prefabricated</li> <li>– multi storey prefabricated</li> <li>– link-way connection systems.</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>– provide information for Building Information Modelling (BIM)</li> <li>– install, dismantle and maintain single and multi-storey modular buildings</li> <li>– install, dismantle and maintain link-way connection systems</li> <li>– support lifting operations</li> <li>– install sub-assemblies (e.g. prepared living spaces including. bathroom, kitchen, living room, bedroom and any combination)</li> <li>– install and secure staircases and access ramps</li> <li>– level and secure module</li> <li>– seal module against the elements</li> <li>– fix internal and external joints and trims</li> <li>– avoid heat loss and condensation</li> <li>– apply the principles of airtightness and ventilation</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– identify and follow the installation quality requirements</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</li> <li>– work at height</li> <li>– use fall prevention systems</li> <li>– use access equipment</li> <li>– economise the use of water, report leaks and turn taps off</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing, dismantling and maintaining modular buildings 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	7.5	Describe the needs of other occupations and how to communicate effectively within a team when installing, dismantling and maintaining modular buildings.
	7.6	Describe how to maintain the tools and equipment used for installing, dismantling and maintaining modular buildings.

<b>Title:</b>	Installing, dismantling and maintaining modular buildings 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	5.2 Building and Construction	
Availability for use	Shared unit	
Unit guided learning hours	100	
Assessment hours	10	

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing, maintaining and decommissioning portable cabins, units and temporary buildings in the workplace	
<b>Unit Number:</b>	T/617/1440	
<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, maintaining and decommissioning portable cabins, units and temporary buildings.	1.1	Interpret and extract relevant information from drawings, specifications, digital information, schedules method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, digital information, schedules, methods statements, risk assessments, manufacturers' technical information, official guidance and current regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when installing, maintaining and decommissioning portable cabins, units and temporary buildings.	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 and vehicles.
	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, maintaining and decommissioning portable cabins, units and temporary buildings.	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, maintaining and decommissioning portable cabins, units and temporary buildings.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing, maintaining and decommissioning portable cabins, units and temporary buildings 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, maintaining and decommissioning portable cabins, units and temporary buildings in relation to at least two of the following: <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health</li> <li>– safe use of fall prevention systems.</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, maintaining and decommissioning portable cabins, units and temporary buildings, 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 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, maintain and decommission portable cabins, units and temporary buildings.
4	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>– sealants, foams, vinyl and pliable products, flashings, fixtures, fittings, coatings and other associated items</li> <li>– manufactured sheet materials</li> <li>– timber related products</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.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing, maintaining and decommissioning portable cabins, units and temporary buildings 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	4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.6	Describe any potential hazards associated with the resources and methods of work.
	4.7	Describe how to calculate quantity, length, area and wastage associated with the method-and procedure to install, maintain and decommission portable cabins, units and temporary buildings.
5 Minimise the risk of damage to the work and surrounding area when installing, maintaining and decommissioning portable cabins, units and temporary buildings.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Maintain a clear and tidy work space.
	5.3	Dispose of waste in accordance with current legislation
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when installing, maintaining and decommissioning portable cabins, units and temporary buildings.	6.1	Demonstrate completion of the work within the estimated, 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 productivity targets and time scales</li> <li>– how times are estimated</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing, maintaining and decommissioning portable cabins, units and temporary buildings 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 Comply with the given contract information to install, maintain and decommission portable cabins, units and temporary buildings to the required specification.	7.1	Demonstrate the following work skills when installing, maintaining and decommissioning portable cabins, units and temporary buildings: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, levelling, finishing, positioning, securing and decommissioning.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3	Install and/or maintain and/or decommission at least two of the following to given working instructions: <ul style="list-style-type: none"> <li>– single prefabricated portable cabins, units and temporary buildings</li> <li>– stacked prefabricated portable cabins, units and temporary buildings</li> <li>– link-way connection systems.</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>– install, maintain and decommission single prefabricated portable cabins, units and temporary buildings (including wheeled systems)</li> <li>– install, maintain and decommission stacked prefabricated portable cabins, units and temporary buildings (including wheeled systems)</li> <li>– install, maintain and decommission link-way connection systems</li> <li>– level portable cabins, units and temporary buildings (including wheeled systems)</li> <li>– secure portable cabins, units and temporary buildings (including wheeled systems)</li> <li>– install, secure, maintain and remove staircases and access ramps</li> <li>– avoid heat loss and condensation</li> <li>– apply the principles of airtightness and ventilation</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– identify and follow the installation quality requirements</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>– support lifting operations</li> <li>– use hand tools, portable power tools and equipment</li> </ul>



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing, maintaining and decommissioning portable cabins, units and temporary buildings 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>– work at height</li> <li>– use fall prevention systems</li> <li>– use access equipment</li> <li>– economise the use of water, report leaks and turn taps off.</li> </ul>
	7.5	Describe the needs of other occupations and how to communicate effectively within a team when installing, maintaining and decommissioning portable cabins, units and temporary buildings.
	7.6	Describe how to maintain the tools and equipment used for installing, maintaining and decommissioning portable cabins, units and temporary buildings.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing, maintaining and decommissioning portable cabins, units and temporary buildings 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> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Construction using Off-site Manufactured Assemblies (Construction):</u></p> <p><b>One</b> of the following endorsements required:            Install            Dismantle            Decommission</p> <p><b>Plus Two</b> of the following endorsements required:            Single prefabricated portable cabins, units and temporary buildings            Stacked prefabricated portable cabins, units and temporary buildings            Link-way connection systems</p>
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	110
Assessment hours	10

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing first fixing components in the workplace	
<b>Unit Number:</b>	A/617/1441	
<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 first fixing components.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method 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>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when installing first fixing components.	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, below ground level, in confined spaces, 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.
	2.4	State the types of fire extinguishers available when installing first fixing components and describe how and when they are used.

## Units – Learning Outcomes and Assessment Criteria

Title:	Installing first fixing components in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Maintain safe working practices when installing first fixing components.	3.1	Use health and safety control equipment and access equipment/working platforms (if applicable) safely to carry out the activity in accordance with legislation and organisational requirements when installing first fixing components.
	3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing first fixing components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <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>
	3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.4	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 install first fixing components.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, metals, frames, linings, staircases, adhesives, sealants, fixings and associated ancillary items</li> <li>– hand and/or powered tools and equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and method of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install first fixing components.

## Units – Learning Outcomes and Assessment Criteria

Title:	Installing first fixing components in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when installing first fixing components.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when installing first fixing components.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Installing first fixing components 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 install first fixing components to the required specification.	7.1	Demonstrate the following work skills when installing first fixing components: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, finishing, positioning and securing.</li> </ul>
	7.2	Install four of the following to given working instructions: <ul style="list-style-type: none"> <li>– frames (door and/or window)</li> <li>– linings (door and/or hatch)</li> <li>– floor joist coverings (or flat roof decking)</li> <li>– partitions (straight)</li> <li>– staircases (straight).</li> </ul>
	7.3	Safely use and handle materials.
	7.4	Safely use hand tools, portable power tools and ancillary equipment
	7.5	Safely store the materials, tools and equipment used when installing first fixing components.
	7.6	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>– prepare and fix standard door and window frames, window boards, linings, flooring/decking, partitions full or partial height (straight), plasterboard, staircases (straight)</li> <li>– form joints associated with first fixing</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when installing first fixing components.
	7.8	Describe the methods of sharpening the hand tools used when installing first fixing components.
	7.9	Describe how to maintain the tools and equipment used when installing first fixing components.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing first fixing components 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	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	60

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Maintaining non-structural carpentry work in the workplace
<b>Unit Number:</b>	A/617/1200
<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 maintaining non-structural carpentry work.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method 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>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when maintaining non-structural carpentry work.	2.1 Describe their responsibilities under current legislation and official guidance 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.
	2.4 State the types of fire extinguishers available when maintaining non-structural carpentry work and describe how and when they are used.
3 Maintain safe working practices when maintaining non-structural carpentry work.	3.1 Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when maintaining non-structural carpentry work.
	3.2 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining non-structural carpentry work, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>



## Units – Learning Outcomes and Assessment Criteria

Title:	Maintaining non-structural carpentry work in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 continued	3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.4	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 maintain non-structural carpentry work.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, prefabricated components, ironmongery, metals, sash cord, adhesives, sealants, guttering, downpipe, fixings and associated ancillary items</li> <li>– hand and/or powered tools and equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and method of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to maintain non-structural carpentry work.
5 Minimise the risk of damage to the work and surrounding area when maintaining non-structural carpentry work.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

## Units – Learning Outcomes and Assessment Criteria

Title:	Maintaining non-structural carpentry work 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 maintaining non-structural carpentry work.	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>– 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 maintaining non-structural carpentry work to the required specification.	7.1	Demonstrate the following work skills when maintaining non-structural carpentry work: <ul style="list-style-type: none"> <li>– measuring, marking out, splicing, fitting, finishing, positioning and securing.</li> </ul>
	7.2	Repair and/or replace four of the following to given working instructions: <ul style="list-style-type: none"> <li>– frames</li> <li>– mouldings</li> <li>– doors</li> <li>– windows (including replacement glazing)</li> <li>– door and/or window ironmongery</li> <li>– verge and/or eaves</li> <li>– guttering and downpipes</li> <li>– sash cords.</li> </ul>
	7.3	Prime the repair to the work to given working instructions.
	7.4	Safely use and handle materials.
	7.5	Safely use hand tools, portable power tools and ancillary equipment.
	7.6	Safely store the materials, tools and equipment used when maintaining non-structural carpentry work.
	7.7	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>– splice and replace frames and mouldings</li> <li>– repair and replace doors and windows</li> <li>– repair and replace ironmongery</li> <li>– repair or replace guttering, downpipes</li> <li>– replace sash cords</li> <li>– replace architraves, skirting, dado rails and picture rails</li> <li>– form joints associated with repairs</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Maintaining non-structural carpentry work 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	7.8 Describe the needs of other occupations and how to effectively communicate within a team when maintaining non-structural carpentry work.
	7.9 Describe the methods of sharpening the hand tools used when maintaining non-structural carpentry work.
	7.10 Describe how to maintain the tools and equipment used when maintaining non-structural carpentry work.

<b>Title:</b>	Maintaining non-structural carpentry work 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	47

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Maintaining non-structural or structural components in the workplace
<b>Unit Number:</b>	K/615/2819
<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 maintaining non-structural or structural components.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statement.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when maintaining non-structural or structural components.	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 spaces, 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.
	2.4 Describe the types of fire extinguishers available when maintaining non-structural or structural components and describe how and when they are used.

## Units – Learning Outcomes and Assessment Criteria

Title:	Maintaining non-structural or structural components in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Maintain safe working practices when maintaining non-structural or structural components.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when maintaining non-structural or structural components.
	3.2	Demonstrate compliance with given information and relevant legislation when maintaining non-structural or structural components in relation to <ul style="list-style-type: none"> <li>– safe use of access equipment/working platforms</li> <li>– safe handling of materials</li> <li>– safe use and storage of materials, tools and equipment</li> </ul>
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining non-structural or structural components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <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 instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
4 Select the required quantity and quality of resources for the methods of work to maintain non-structural or structural components.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, metals, mouldings, sash cord, paint, bricks, tiles, cement, sand, plaster, preservatives, adhesives, sealants, fixings, guttering, ironmongery, downpipes and associated ancillary items</li> <li>– hand and/or powered tools and equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Maintaining non-structural or structural components in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Continued	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and method of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to maintain non-structural or structural components.
5 Minimise the risk of damage to the work and surrounding area when maintaining non-structural or structural components.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when maintaining non-structural or structural components.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <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 maintain non-structural or structural components to the required specification.	7.1	Demonstrate the following work skills when maintaining non-structural or structural components: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, splicing, finishing, positioning and securing.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.

## Units – Learning Outcomes and Assessment Criteria

Title:	Maintaining non-structural or structural components in the workplace
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
7 Continued	<p>7.3 Repair five of the following components to given working instructions:</p> <ul style="list-style-type: none"> <li>– frames (to include priming the repair)</li> <li>– mouldings (to include priming the repair)</li> <li>– floor joist covering (or flat roof)</li> <li>– door and/or window ironmongery</li> <li>– guttering and downpipes</li> <li>– sash cords</li> <li>– replacement glazing</li> <li>– structural joists (including support)</li> <li>– structural rafters (including support)</li> <li>– fascias, soffits and barge boards</li> </ul>
	<p>7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– replace and splice door and window frames, mouldings and structural timbers, replace sash cords, re-glaze, re-lay brick/blockwork, make good paintwork, plasterwork, brickwork, wall tiling</li> <li>– identify load bearing points</li> <li>– prop and support existing structures</li> <li>– replace frames and mouldings</li> <li>– repair or replace door and window ironmongery</li> <li>– repair and/or replace guttering and downpipes</li> <li>– repair and/or replace fascias, soffits and barge boards</li> <li>– form joints associated with repairs</li> <li>– use hand tools, portable power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	<p>7.5 Describe the needs of other occupations and how to effectively communicate within a team when maintaining non-structural or structural components.</p>
	<p>7.6 Describe the methods of sharpening the hand tools used when maintaining non-structural or structural components.</p>
	<p>7.7 Describe how to maintain the tools and equipment used when maintaining non-structural or structural components.</p>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Maintaining non-structural or structural components 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	97



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing basic plumbing in the workplace	
<b>Unit Number:</b>	L/615/1842	
<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 basic plumbing.	1.1	Interpret and extract information from drawings, specifications, schedules 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>– drawings, specifications, schedules, manufacturers' information and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when installing basic plumbing.	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, 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	State what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe working practices when installing basic plumbing.	3.1	Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when installing basic plumbing.
	3.2	Explain why and when personal protective equipment (PPE) should be used, relating to installing basic plumbing, 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>	Installing basic plumbing 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 basic plumbing.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– sinks, basins, baths, wc's, bidets, shower trays</li> <li>– copper and plastic pipes, waste outlets, taps, valves and pumps</li> <li>– sealants and adhesives</li> <li>– associated fixings and fittings</li> <li>– hand and/or powered tools and ancillary equipment.</li> </ul>
	4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
	4.4	Outline potential hazards associated with the resources and method of work.
	4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install basic plumbing.
5 Minimise the risk of damage to the work and surrounding area when installing basic plumbing.	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.
	5.6	Consult with client regarding protection of property and belongings.
6 Complete the work within the allocated time when installing basic plumbing.	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>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Installing basic plumbing 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 install basic plumbing to the required specification.	7.1	Demonstrate the following work skills when installing basic plumbing: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, finishing, positioning and securing.</li> </ul>
	7.2	Remove and install kitchen and/or bathroom and/or bedroom appliances (from the isolation point only) in compliance with current regulations and contractor’s working instructions, relating to the following as appropriate to the installation: <ul style="list-style-type: none"> <li>– sinks, basins, baths, wc’s, bidets</li> <li>– taps, waste services, waste disposal, shower trays and shower valves</li> <li>– laundry appliances, dishwashers.</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>– remove and install: sinks, basins, baths, taps, waste services, wc’s, bidets, shower trays, shower valves, pumps, laundry appliances and dishwashers</li> <li>– carry out bending of copper pipes</li> <li>– use compression and capillary copper fittings</li> <li>– use compression, push fit and plastic weld fittings</li> <li>– connect hot and cold water supplies</li> <li>– use hand and/or power tools and ancillary equipment.</li> </ul>
	7.4	Safely use and store hand tools, portable power tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when installing basic plumbing.
	7.6	Describe how to maintain the tools and equipment used when installing basic plumbing.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing basic plumbing 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> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Construction using Off-site Manufactured Assemblies (Construction):</u></p> <p><b>One</b> of the following endorsements required:</p> <ul style="list-style-type: none"> <li>Kitchen fitter</li> <li>Bedroom fitter</li> <li>Bathroom fitter</li> </ul>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	90

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing plasterboard linings in the workplace	
<b>Unit Number:</b>	F/615/1241	
<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 plasterboard linings.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current guidance/regulations associated with installing plasterboard linings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when installing plasterboard 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, 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 installing plasterboard linings.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing plasterboard linings.
	3.2	Demonstrate compliance with given information and relevant legislation when installing plasterboard linings in relation to the following: <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing plasterboard 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>	
3 continued	3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to installing plasterboard 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>– 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 plasterboard 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>– wallboards, thermal boards, glass reinforced gypsum board, bonding compounds, 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 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 plasterboard linings.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing plasterboard 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>	
5 Minimise the risk of damage to the work and surrounding area when installing plasterboard 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.
6 Complete the work within the allocated time when installing plasterboard linings.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <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 plasterboard linings to the required specification.	7.1	Demonstrate the following work skills when installing plasterboard linings: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, finishing, positioning and securing.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment
	7.3	Install plasterboard linings to one of following, including forming openings and carrying out repairs, to given working instructions: <ul style="list-style-type: none"> <li>– to timber and/or metal (tacking)</li> <li>– to solid backgrounds by direct bonding (dot and dab)</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Installing plasterboard linings in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
7 continued	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>– check vertical and horizontal datum</li> <li>– establish the suitability of the existing substrate</li> <li>– ensure the use of an appropriate fixing regime</li> <li>– identify the location of, and work around, mechanical and electrical services</li> <li>– install and repair plasterboard linings to timber and metal (tacking) and by direct bonding to solid backgrounds (dot and dab)</li> <li>– form openings</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>– work at height</li> <li>– use access equipment.</li> </ul>
	7.5	Describe the needs of other occupations and how to communicate effectively within a team when installing plasterboard linings.
	7.6	Describe how to maintain the tools and equipment used when installing plasterboard linings.



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing plasterboard linings 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	120

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Applying paint systems by brush and roller in the workplace	
<b>Unit Number:</b>	T/615/2211	
<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 paint systems by brush and/or roller.	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements 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>– specifications, current legislation, risk assessments, method statements and manufacturers' information.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when applying paint systems by brush and/or roller.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, 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	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when applying paint systems by brush and/or roller.	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when applying paint systems by brush and/or roller.
	3.2	Comply with information relating to specific risks to health when applying paint systems by brush and/or roller.
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying paint systems by brush and/or roller, 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>

## Units – Learning Outcomes and Assessment Criteria

Title:	Applying paint systems by brush and roller in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 continued	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to apply paint systems by brush and/or roller.	4.1	Select resources associated with own work in relation to materials, 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>– water-borne and solvent-borne coatings</li> <li>– primers, intermediate coatings (undercoats) and finishes (single pack coatings)</li> <li>– single-product systems (e.g. emulsions, varnishes)</li> <li>– solvents/thinners</li> <li>– knotting, proprietary sealers</li> <li>– brushes, rollers and other associated equipment</li> <li>– protective sheeting and masking materials</li> <li>– access equipment</li> <li>– hand tools and associated equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
	4.6	Describe how to calculate quantity of materials required associated with the method/procedure to paint by brush and roller.
5 Minimise the risk of damage to the work and surrounding area when applying paint systems by brush and/or roller.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Applying paint systems by brush and roller in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 continued	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 applying paint systems by brush and/or roller.	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 apply paint systems by brush and/or roller to the required specification.	7.1	Demonstrate the following work skills when applying paint systems by brush and/or roller: <ul style="list-style-type: none"> <li>– mixing, pouring, diluting, loading, laying-on, laying-off and cutting-in.</li> </ul>
	7.2	Apply water-borne and/or solvent-borne coatings to internal and/or external surfaces for industrial and/or non-industrial situations, to given working instructions, for: <ul style="list-style-type: none"> <li>– linear/trim/narrow-runs and broad areas by brush and/or roller.</li> </ul>
	7.3	Safely use materials, tools and associated equipment.
	7.4	Safely store the materials, tools and equipment used when applying paint systems by brush and/or roller.
	7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– establish access requirements</li> <li>– check suitability of previously prepared surfaces</li> <li>– prepare and apply water-borne and solvent-borne coatings by brush and roller</li> <li>– prepare coatings with activators</li> <li>– coat broad areas, linear/trim/narrow runs</li> <li>– test wet and dry film thickness</li> <li>– identify how atmospheric conditions affect coatings and their application process</li> <li>– identify the working life of prepared materials</li> <li>– use access equipment</li> <li>– use brushes, rollers and associated tools and equipment.</li> </ul>
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when applying paint systems by brush and roller.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Applying paint systems by brush and roller 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	7.7 Describe how to maintain brushes, rollers and the associated tools and equipment used when applying paint systems by brush and/or roller.

<b>Title:</b>	Applying paint systems by brush and roller 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 Construction using Off-site Manufactured Assemblies (Construction):</u></p> <p>The following endorsement required (i.e. own area of work):</p> <p>Modular or Portable Building</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	73

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Applying coatings by the air spray method in the workplace	
<b>Unit Number:</b>	H/615/2219	
<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 coatings by the air spray method.	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements 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>– specifications, current legislation, risk assessments, method statements, manufacturers' information and paint sprayer's instructions.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when applying coatings by the air spray method.	2.1	Describe their responsibilities regarding first aid procedures, potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, 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	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when applying coatings by the air spray method.	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when applying coatings by the air spray method.
	3.2	Comply with information relating to specific risks to health when applying coatings by the air spray method.
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying coatings by the air spray method, 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>

## Units – Learning Outcomes and Assessment Criteria

Title:	Applying coatings by the air spray method in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Continued	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards (including air injection).
4 Select the required quantity and quality of resources for the methods of work to apply coatings by the air spray method.	4.1	Select resources associated with own work in relation to materials, 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>– water-borne and solvent-borne coatings</li> <li>– masking materials: masking tape, masking paper, dust sheets, masking shield</li> <li>– two pack coatings (base, activator and solvents)</li> <li>– protective sheeting</li> <li>– access equipment</li> <li>– hand tools, film thickness gauges and air spray equipment (high volume low pressure [HVLPP]) and ancillary equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
	4.6	Describe how to calculate quantity of materials required associated with the method/procedure to apply coatings by the air spray method.
5 Minimise the risk of damage to the work and surrounding area when applying coatings by the air spray method.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to spraying operations, general workplace activities, other occupations and adverse weather conditions.

## Units – Learning Outcomes and Assessment Criteria

Title:	Applying coatings by the air spray method in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
5 Continued	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 applying coatings by the air spray method.	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 apply coatings by the air spray method to the required specification.	7.1	Demonstrate the following work skills when applying coatings by the air spray method: <ul style="list-style-type: none"> <li>– preparing, loading, protecting, measuring, assembling, positioning, securing, cleaning and communicating.</li> </ul>
	7.2	Set up spray equipment (high volume low pressure [HVLP] systems) to achieve the finish stated in the given working instructions, relating to: <ul style="list-style-type: none"> <li>– preparing coatings</li> <li>– loading the system</li> <li>– monitoring and maintaining supply.</li> </ul>
	7.3	Apply water-borne and/or solvent-borne coatings by high volume low pressure [HVLP] air spray systems to given working instructions for the following: <ul style="list-style-type: none"> <li>– broad work</li> <li>– linear and structural components.</li> </ul>
	7.4	Check wet film thickness (as specified).
	7.5	Shut down and clean out spray equipment to given working instructions.
	7.6	Safely use materials, hand tools, air spray equipment and ancillary equipment.
	7.7	Safely store the materials, tools and equipment used when applying coatings by the air spray method.



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Applying coatings by the air spray method 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	7.8	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>– establish access requirements</li> <li>– check suitability of previously prepared surfaces</li> <li>– provide protection by sheeting, masking and removing items</li> <li>– assemble component parts to form spraying equipment (high volume low pressure [HVL] systems)</li> <li>– prepare coatings: single-pack and two-pack systems</li> <li>– load, operate, maintain (during use) and monitor the paint spray equipment</li> <li>– establish air-change requirements in confined areas</li> <li>– assemble, set up, operate and shut down spray equipment</li> <li>– use correct spray gun technique on broad areas, angles, linear items and complex structural features</li> <li>– plan the safeguard of operatives and the general public from spraying activities <ul style="list-style-type: none"> <li>– troubleshoot spray equipment problems</li> <li>– troubleshoot coating problems</li> </ul> </li> <li>– measure wet and dry film thickness with gauges</li> <li>– handle coatings that contain activator</li> <li>– shut down, clean and store equipment</li> <li>– identify how atmospheric conditions affect coatings and their application process</li> <li>– identify the working life of prepared materials</li> <li>– use access equipment</li> <li>– use hand tools and ancillary equipment.</li> </ul>
	7.9	Describe the needs of other occupations and how to effectively communicate within a team when applying coatings by the air spray method.
	7.10	Describe how to maintain the tools and equipment used when applying coatings by the air spray method.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Applying coatings by the air spray method 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 Construction using Off-site Manufactured Assemblies (Construction):</u></p> <p><b>One</b> of the following endorsements required:</p> <p>Waterborne Solvent-borne</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	100

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing surfaces by abrasive blast cleaning in the workplace	
<b>Unit Number:</b>	R/615/2216	
<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 preparing surfaces by abrasive blast cleaning.	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements 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>– specifications, current legislation, risk assessments, method statements, manufacturers' information and blast cleaner's instructions.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when preparing surfaces by abrasive blast cleaning.	2.1	Describe their responsibilities regarding first aid procedures, potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, 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 preparing surfaces by abrasive blast cleaning.	3.1	Use health and safety control equipment and access equipment to carry out the activity in accordance with legislation and organisational requirements when preparing surfaces by abrasive blast cleaning.
	3.2	Comply with information relating to specific risks to health when preparing surfaces by abrasive blast cleaning.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing surfaces by abrasive blast cleaning in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Continued	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to preparing surfaces by abrasive blast cleaning, 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 instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, leakages or injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to prepare surfaces by abrasive blast cleaning.	4.1	Select resources associated with own work in relation to materials, 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>– blast media</li> <li>– lighting and signage</li> <li>– protective sheeting and masking materials</li> <li>– abrasive blast cleaning equipment</li> <li>– access equipment</li> <li>– hand tools, surface profile testing equipment and blast cleaning and ancillary equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
	4.6	Describe how to calculate quantity of materials associated with the method/procedure to prepare surfaces by abrasive blast cleaning.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing surfaces by abrasive blast cleaning in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when preparing surfaces by abrasive blast cleaning.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to blast cleaning operations, 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 preparing surfaces by abrasive blast cleaning.	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 prepare surfaces by abrasive blast cleaning to the required specification.	7.1	Demonstrate the following work skills when preparing surfaces by abrasive blast cleaning: <ul style="list-style-type: none"> <li>– assembling, preparing, loading, communicating, positioning, profiling, filling, checking, fitting, setting-up, shutting down, protecting and blasting.</li> </ul>
	7.2	Set up abrasive blast cleaning equipment to given working instructions.
	7.3	Operate blast cleaning equipment to achieve the required standard as stated in the given working instructions, relating to the following: <ul style="list-style-type: none"> <li>– preparing abrasives</li> <li>– loading the system</li> <li>– monitoring and maintaining supply.</li> </ul>
	7.4	Clean the following to given working instructions with two types of abrasive media: <ul style="list-style-type: none"> <li>– metal surfaces</li> <li>– concrete or stone or brick surfaces</li> <li>– broad areas</li> <li>– complex structural components.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing surfaces by abrasive blast cleaning in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 Continued	7.5	Shut down and clean out the blast cleaning equipment to given working instructions.
	7.6	Dismantle blast cleaning equipment to given working instructions.
	7.7	Safely use hand tools, blast cleaning equipment and ancillary equipment.
	7.8	Safely store the materials, tools and equipment used when preparing surfaces by abrasive blast cleaning.
	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>– establish access requirements</li> <li>– establish suitable atmospheric conditions</li> <li>– establish lighting requirements</li> <li>– mask surfaces</li> <li>– assemble component parts</li> <li>– prepare abrasives</li> <li>– plan the safeguard of operatives and the general public from blast cleaning activities</li> <li>– prepare, load, operate, maintain (during use) and monitor the abrasive blast cleaning equipment</li> <li>– monitor blast media effect on the surface to achieve the required standard of surface preparation, profile and cleanliness</li> <li>– remove toxic and non-toxic surface layers</li> <li>– monitor the protective integrity of PPE/RPE during work</li> <li>– evaluate contamination/deterioration of newly blast cleaned surfaces</li> <li>– close-down, dismantle, clean and store equipment</li> <li>– use access equipment</li> <li>– use hand tools and ancillary equipment.</li> </ul>
	7.10	Describe the needs of other occupations and how to effectively communicate within a team when preparing surfaces by abrasive blast cleaning.
7.11	Describe how to maintain the tools and equipment used when preparing surfaces by abrasive blast cleaning.	

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing surfaces by abrasive blast cleaning 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	53

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Slinging and hand signalling the movement of suspended loads in the workplace	
<b>Unit Number:</b>	A/508/6525	
<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 preparation for and the slinging and signalling of loads.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, method statements (lift plans) and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, lift plans, work instructions, manufacturers' information, approved procedures and Codes of Practice.</li> </ul>
2 Organise with others the sequence and operation in which the slinging and signalling of loads is to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and when slinging and signalling of loads.
3 Know how to comply with relevant legislation and official guidance to carry out slinging and signalling of loads.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <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>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.



## Units – Learning Outcomes and Assessment Criteria

Title:	Slinging and hand signalling the movement of suspended loads in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and slinging and signalling loads.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when slinging and signalling loads.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out the slinging and signalling of loads in relation to at least three of the following: <ul style="list-style-type: none"> <li>– safe use and storage of tools and equipment</li> <li>– safe use, storage and handling of lifting accessories</li> <li>– safe use of access equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to slinging and signalling of loads, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Select the required quantity and quality of resources to prepare for and when slinging and signalling loads.	5.1	Select resources associated with slinging/signalling in relation to lifting accessories/aids, hand tools and ancillary equipment.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– lifting accessories</li> <li>– signalling and communication equipment</li> <li>– hand tools and ancillary equipment.</li> </ul>
	5.3	Describe how the resources should be used correctly, and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Slinging and hand signalling the movement of suspended loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out slinging/signalling.
6 Minimise the risk of damage to the work and surrounding area when preparing to and slinging and signalling loads.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and slinging and signalling loads.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Slinging and hand signalling the movement of suspended loads in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
8 Comply with the given contract information to prepare to and sling and signal suspended loads for movement to the required specification.	8.1	Demonstrate the following work skills when preparing to and slinging and signalling loads: <ul style="list-style-type: none"> <li>– measuring, gauging, estimating, calculating, fitting, fixing, testing, balancing, interpreting, inspecting, judging, explaining, preparing, indicating, informing, instructing, signing, positioning, adjusting, configuring, moving, securing, signalling and relaying.</li> </ul>
	8.2	Use and maintain lifting accessories, lifting aids and equipment.
	8.3	Inspect and prepare lifting accessories prior to slinging.
	8.4	Prepare to and attach suspended loads to lifting equipment, using appropriate lifting accessories and load securing methods, to given working instructions for three of the following: <ul style="list-style-type: none"> <li>– balanced</li> <li>– unbalanced</li> <li>– loose</li> <li>– bundled</li> <li>– container</li> <li>– drum</li> <li>– a load where the machine operator cannot observe its full movement path.</li> </ul>
	8.5	Guide, move and place suspended loads to specified destinations, using hand signals, to given working instructions for three of the following: <ul style="list-style-type: none"> <li>– balanced</li> <li>– unbalanced</li> <li>– loose</li> <li>– bundled</li> <li>– container</li> <li>– drum</li> <li>– a load where the machine operator cannot observe its full movement path.</li> </ul>
	8.6	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the differences between: slinging and signalling, directing and guiding movement of vehicles, plant and machinery, and directing and guiding operations of plant and machinery not being used for lifting operations</li> <li>– confirm the authority, duties and responsibilities allocated</li> <li>– identify characteristics of lifting equipment and lifting accessories</li> <li>– identify and interpret valid certification for maintenance, inspection and thorough examination</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Slinging and hand signalling the movement of suspended loads in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
8 Continued	8.7	<ul style="list-style-type: none"> <li>– lift and transfer people</li> <li>– sling balanced, unbalanced, loose, live, bundled, container drum loads and loads that are blind to the equipment operator</li> <li>– communicate using hand signals, hand signalling equipment (lights, wands, fluorescent gloves, flags) and electronic communication equipment (loud hailers, radios)</li> <li>– confirm methods of communication</li> <li>– recognise blind-spots, potential crush zones and other limitations to driver visibility</li> <li>– consider the load characteristics including centre of gravity and lifting points to determine the method of slinging</li> <li>– determine and check the route of the load before and during the lift including distances, clearances and landing position</li> </ul>
	8.8	<ul style="list-style-type: none"> <li>– select, handle, inspect and use (assemble, set up and adjust) lifting accessories and aids</li> <li>– identify rejection criteria for removing lifting accessories from service</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– attach lifting accessories and sling loads securely</li> <li>– ensure balance and stability of loads</li> <li>– attach and use load guidance equipment (tag lines)</li> <li>– guide and place suspended loads by recognised methods of communication and agreed operational procedures</li> <li>– land and position loads safely and securely</li> <li>– remove and store lifting accessories</li> <li>– use hand tools and ancillary equipment.</li> </ul>
	8.9	Describe the needs of other occupations and how to communicate within a team when preparing to and slinging and signalling loads.
	8.10	Describe how to maintain the lifting accessories, lifting aids and signalling and communication equipment used to sling and signal loads.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Slinging and hand signalling the movement of suspended loads 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> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Construction using Off-site Manufactured Assemblies (Construction):</u></p> <p><b>One</b> of the following endorsements required (i.e. own area of work):</p> <p>Slinger/signaller – cold formed steel frame only  Slinger/signaller – modular and portable building only  Slinger/signaller – erection of pre-cast concrete</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	33

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Finishing dry lining walls and ceilings in the workplace	
<b>Unit Number:</b>	A/615/1240	
<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 finishing dry lining walls and ceilings.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current guidance/regulations associated with finishing dry lining walls and ceilings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when finishing dry lining walls and ceilings.	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, 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 working practices when finishing dry lining walls and ceilings.	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 finishing dry lining walls and ceilings.
	3.2	Demonstrate compliance with given information and relevant legislation when finishing dry lining walls and ceilings in relation to the following: <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Finishing dry lining walls and ceilings 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	3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to finishing dry lining walls and ceilings, 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>– respiratory protective equipment (RPE)</li> <li>– personal protective equipment (PPE)</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 finish dry lining walls and ceilings.	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>– tapes, scrims, angle beads, jointing and finishing compounds, primers, top coats</li> <li>– skimming plasters</li> <li>– clean water, polythene</li> <li>– hand and/or 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 calculate quantity, length, area and wastage associated with the method/procedure to finish dry lining walls and ceilings.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Finishing dry lining walls and ceilings in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when finishing dry lining walls and ceilings.	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 finishing dry lining walls and ceilings.	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 finish dry lining walls and ceilings to the required specification.	7.1	Demonstrate the following work skills when finishing dry lining walls and ceilings: <ul style="list-style-type: none"> <li>– measuring, fitting, applying, finishing, positioning and securing.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3	Carry out three of the following to given working instructions: <ul style="list-style-type: none"> <li>– tape and joint by hand and/or mechanical methods</li> <li>– form internal and external angles</li> <li>– priming/protection/top coat</li> <li>– skim plaster finish.</li> </ul>



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Finishing dry lining walls and ceilings 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 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 application quality requirements</li> <li>– identify the location of, and work around, electrical and mechanical services</li> <li>– tape and joint by hand and mechanical methods</li> <li>– form internal and external angles</li> <li>– apply primers, protection coats, top coats</li> <li>– apply skim plaster finish</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>– work at height</li> <li>– use access equipment.</li> </ul>
	7.5	Describe the needs of other occupations and how to communicate effectively within a team when finishing dry lining walls and ceilings.
	7.6	Describe how to maintain the tools and equipment used when finishing dry lining walls and ceilings.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Finishing dry lining walls and ceilings 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> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ structure.</p> <p>ProQual Level 2 NVQ Diploma in Construction using Off-site Manufactured Assemblies (Construction):</p> <p>Three of the following endorsements required:</p> <ul style="list-style-type: none"> <li>Tape and joint finishes</li> <li>Form internal and external angles</li> <li>Priming/protection topcoat</li> <li>Skim plaster finishes</li> </ul>
Sector subject area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	150

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Erecting precast concrete structural units in the workplace
<b>Unit Number:</b>	M/615/1736
<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 precast concrete structural units.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, digital information, method statements, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, digital information and 3D modelling, method statements, risk assessments, manufacturers' information, Codes of Practice, official guidance and current regulations associated with erecting precast concrete structural units and large format block work.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when erecting precast concrete structural units.	2.1 Describe their responsibilities regarding potential accidents, health hazards, temporary works 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 and vehicles.
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4 Describe the types of fire extinguishers available when erecting precast concrete structural units and describe how and when they are used.

## Units – Learning Outcomes and Assessment Criteria

Title:	Erecting precast concrete structural units in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Maintain safe working practices when erecting precast concrete structural units.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when erecting precast concrete structural units.
	3.2	Demonstrate compliance with given information and relevant legislation when erecting precast concrete structural units in relation to the following: <ul style="list-style-type: none"> <li>– safe use of access equipment and 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 erecting precast concrete structural units, 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 erect precast concrete structural units.	4.1	Select resources associated with own work in relation to precast concrete structural units and fixings, temporary works equipment, materials, components and fixings, hand tools, power tools, ancillary equipment and lifting accessories.

## Units – Learning Outcomes and Assessment Criteria

Title:	Erecting precast concrete structural units in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 continued	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>– precast concrete structural units and large format block work</li> <li>– fittings and fixings</li> <li>– lifting accessories</li> <li>– fall prevention systems</li> <li>– shuttering (formwork and propping)</li> <li>– jointing materials (adhesives and mortar)</li> <li>– temporary works equipment</li> <li>– hand tools, 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 calculate quantity, length, area and wastage associated with the method and procedure to erect precast concrete structural units and large format block work.
	5 Minimise the risk of damage to the work and surrounding area when erecting precast concrete structural units.	5.1
5.2		Maintain a clear and tidy work space.
5.3		Dispose of waste in accordance with current legislation.
5.4		Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
5.5		Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

## Units – Learning Outcomes and Assessment Criteria

Title:	Erecting precast concrete structural units 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 precast concrete structural units.	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 productivity targets and time scales</li> <li>– how times are estimated</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to erect precast concrete structural units to the required specification.	7.1	Demonstrate the following work skills when erecting precast concrete structural units: <ul style="list-style-type: none"> <li>– measuring, marking out, lifting, pitching, positioning and adjusting.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3	Erect precast concrete and/or large format block work structural units to given working instructions: <ul style="list-style-type: none"> <li>– position structural units</li> <li>– fix structural units (mechanically and/or jointing materials, adhesive, grout, mortar)</li> <li>– shutter (formwork, temporary works) and grout joints</li> <li>– install reinforcement</li> <li>– erect temporary propping.</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>– ensure fall protection safety measures are in place as specified (e.g. fall protection, safety nets, air bags, fall arrest systems and fall prevention systems)</li> <li>– provide information for Building Information Modelling(BIM)</li> <li>– select and use lifting accessories</li> <li>– support lifting operations</li> <li>– position precast concrete and large format block work structural units</li> <li>– fix precast concrete structural units and large format block work using mechanical fixing, adhesives and mortar</li> <li>– position associated units, e.g. flooring including floor cassettes, cladding, stairs (concrete, timber and steel)</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Erecting precast concrete structural units in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 continued	7.4 contd	<ul style="list-style-type: none"> <li>– erect and dismantle temporary formwork (shutters) and propping</li> <li>– select and mix jointing materials to specification (adhesives and mortars)</li> <li>– install concrete stitching and grouting</li> <li>– prepare and install expansion joints</li> <li>– install reinforcement</li> <li>– form chases and holes for utility services (pipework, cables and ducting)</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– identify and follow the installation quality requirements</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</li> <li>– work at height</li> <li>– use access equipment and working platforms (e.g. decking systems, access platforms, mobile towers and other mobile equipment, scaffolding, edge protection, ladders)</li> <li>– economise use of water, report leaks and turn taps off.</li> </ul>
	7.5	Describe the needs of other occupations and trades and how to communicate effectively within a team when erecting precast concrete structural units and large format block work.
	7.6	Describe how to maintain the tools and equipment used when erecting precast concrete structural units.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Erecting precast concrete structural units 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	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	150
Assessment hours	20



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing sheeting and cladding systems on roofs and walls in the workplace	
<b>Unit Number:</b>	F/616/1705	
<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 sheeting and cladding systems on roofs and walls.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written procedures, site inductions, current regulations governing buildings and official guidance associated with the installation of sheeting and cladding systems.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when installing sheeting and cladding systems on roofs and walls.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials, by manual handling and mechanical lifting and with mechanical access equipment.</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 report.
3 Maintain safe and healthy working practices when installing sheeting and cladding systems on roofs and walls.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing sheeting and cladding systems on roofs and walls.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing sheeting and cladding systems on roofs and walls 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 sheeting and cladding systems on roofs and walls in relation to the following: <ul style="list-style-type: none"> <li>– safe use of access equipment</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 sheeting and cladding systems on roofs and walls, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</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, falls, rescue procedures and other task-related activities.
4 Select the required quantity and quality of resources for the methods of work to install sheeting and cladding systems on roofs and walls.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– fixings, fasteners, flashings, fittings, halters, spacer systems and clips,</li> <li>– insulation, vapour control, separation and breather membranes</li> <li>– sealants and fillers</li> <li>– metal and translucent sheets, built up, standing seam, secret fix, composite panels, decking panels and fibre cement systems</li> <li>– hand tools, portable power tools and equipment.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing sheeting and cladding systems on roofs and walls 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	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and method of work.
	4.6	Describe the methods of calculating quantity, length, area and wastage associated with the method and procedure to install sheeting and cladding systems on roofs and walls.
5 Minimise the risk of damage to the work and surrounding area when installing sheeting and cladding systems on roofs and walls.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Prevent damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when installing sheeting and cladding systems on roofs and walls.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Installing sheeting and cladding systems on roofs and walls 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 install sheeting and cladding systems on roofs and walls to the required specification.	7.1	Demonstrate the following work skills when installing sheeting and cladding systems on roofs and walls: <ul style="list-style-type: none"> <li>– measuring, setting out, adjusting, aligning, levelling plumb, fitting, fixing and finishing.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3	Install sheeting and cladding materials to roofs and walls, to include flashings, openings, vents, up-stands, protrusions and penetrations to given working instructions for one of the following systems: <ul style="list-style-type: none"> <li>– built-up</li> <li>– standing seam</li> <li>– secret fix</li> <li>– composite panel</li> <li>– fibre-cement</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 installation quality requirements</li> <li>– conform to agreed specifications</li> <li>– conform to manufacturers’ installation criteria</li> <li>– identify, recognise and work to gridlines and datum marks</li> <li>– position and secure fixings, halters, spacers, clips, fittings and sheets</li> <li>– deal with damaged and incorrect sheeting, cladding materials and resources</li> <li>– install built up, standing seam, secret fix, composite panels and fibre cement systems</li> <li>– install decking and structural panels</li> <li>– maintain the integrity of surfaces, backgrounds, sheets and panels</li> <li>– position and secure vents</li> <li>– install insulation</li> <li>– measure, cut, fit, shape and fix flashing materials</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Installing sheeting and cladding systems on roofs and walls in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 Continued	7.4 contd	<ul style="list-style-type: none"> <li>– install translucent sheets, condensation and vapour control materials</li> <li>– form and shape components for openings, vents, up-stands, protrusions and penetrations</li> <li>– ensure the integrity of joints, overlaps and interface details</li> <li>– apply sealants and install fillers to ensure water and airtight seals</li> <li>– check quality and suitability of work on completion and at the end of each working period</li> <li>– recognise and determine when additional specialist skills and knowledge are required and report accordingly</li> <li>– work from mobile elevating work platforms</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>– work at height</li> <li>– use access equipment.</li> </ul>
	7.5	Describe the needs of other occupations and how to effectively communicate within a team when installing sheeting and cladding systems on roofs and walls.
	7.6	Describe how and when to maintain the tools and equipment used when installing sheeting and cladding systems on roofs and walls.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Installing sheeting and cladding systems on roofs and walls 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> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Construction using Off-site Manufactured Assemblies (Construction):</u></p> <p>The following endorsement required (i.e. own area of work): Cold Formed Steel Frame</p> <p><b>Plus one</b> of the following endorsements required: Built up Standing seam Secrete fix Composite panel Fibre-cement</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	67

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing backing walls to receive rainscreen wall cladding systems in the workplace	
<b>Unit Number:</b>	L/616/1707	
<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 preparing backing walls to receive rainscreen wall cladding systems.	1.1	Interpret and extract relevant information from drawings, specifications, schedules method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, current regulations governing buildings and official guidance associated with preparing backing walls and installing support systems to receive rainscreen wall cladding systems.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when preparing backing walls to receive rainscreen wall cladding 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 and with mechanical access equipment.</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 preparing backing walls to receive rainscreen wall cladding systems.	3.1	Use safe and healthy control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when preparing backing walls to receive rainscreen wall cladding systems.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing backing walls to receive rainscreen wall cladding systems in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 continued	3.2	Demonstrate compliance with given information and relevant legislation when preparing backing walls to receive rainscreen wall cladding systems. in relation to the following: <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe use, storage and handling of materials, tools and associated 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 preparing backing walls to receive rainscreen wall cladding 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>– 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, falls, rescue procedures and other task-related activities.
4 Select the required quantity and quality of resources for the methods of work to prepare backing walls to receive rainscreen wall cladding systems.	4.1	Select resources associated with own work in relation to materials, components and specialised fixings for compatible materials, tools and equipment, access 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>– fixings, fasteners, flashings, fittings, halters carriers, rails, brackets and spacer systems</li> <li>– insulation, vapour control, separation and breather membranes, primers, cleaning agents, sealing tapes, sealants and fillers</li> <li>– hand tools, portable power tools and equipment.</li> </ul>



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing backing walls to receive rainscreen wall cladding 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 continued	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
	4.6	Describe the methods of calculating quantity, length, area and wastage associated with the method and procedure to prepare backing walls to receive rainscreen wall cladding systems.
5 Minimise the risk of damage to the work and surrounding area when preparing backing walls to receive rainscreen wall cladding systems.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Prevent damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions
	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 preparing backing walls to receive rainscreen wall cladding systems.	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>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing backing walls to receive rainscreen wall cladding 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>	
7 Comply with the given contract information to prepare backing walls to receive rainscreen wall cladding systems to the required specification.	7.1	Demonstrate the following work skills when preparing backing walls to receive rainscreen wall cladding systems: <ul style="list-style-type: none"> <li>– measuring, marking out, cutting, levelling, plumb, adjusting, fitting, positioning, fixing and securing.</li> </ul>
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3	Prepare backing walls and install rainscreen wall cladding vertical and horizontal support 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>– identify installation quality requirements</li> <li>– conform to agreed specification</li> <li>– confirm manufacturers' installation criteria</li> <li>– assess suitability of backing walls</li> <li>– check currency of calibration for levelling equipment</li> <li>– identify datum, establish, work to and transfer levels and plumb lines</li> <li>– install proprietary vertical and horizontal support systems</li> <li>– install bespoke vertical and horizontal support systems</li> <li>– measure, mark out and cut supports to form internal and external angles</li> <li>– form opening reveals</li> <li>– adjust, fit, position, fix and secure brackets and fixing components for rainscreen wall cladding support systems</li> <li>– install insulation, fire stops, breather membranes and vapour control layers</li> <li>– check quality and suitability of work on completion and at the end of each working period</li> <li>– recognise and determine when additional 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> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing backing walls to receive rainscreen wall cladding 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>	
7 continued	7.4 contd	<ul style="list-style-type: none"> <li>– work from mobile elevating work platforms</li> <li>– use hand tools, portable power tools and equipment</li> <li>– work at height</li> <li>– use access equipment</li> </ul>
	7.5	Describe the needs of other occupations and how to effectively communicate within a team when preparing backing walls to receive rainscreen wall cladding systems.
	7.6	Describe how and when to maintain the tools and equipment used when preparing backing walls to receive rainscreen wall cladding systems.

<b>Title:</b>	Preparing backing walls to receive rainscreen wall cladding systems 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 Areas	5.2 Building and Construction	
Availability for use	Shared unit	
Unit guided learning hours	67	

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	
<b>Unit Number:</b>	K/508/4648	
<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 preparation and using scissor-type MEWPs to access areas to carry out the work.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms.</li> </ul>
2 Organise with others the sequence and operation in which accessing operations using scissor-type MEWPs are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during accessing operations.
3 Know how to comply with relevant legislation and official guidance when carrying out accessing operations using scissor-type MEWPs.	3.1	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>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
<p>4 Maintain safe and healthy working practices when preparing for and carrying out accessing operations using scissor-type MEWPs.</p>	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using scissor-type MEWPs in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to accessing operations, 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>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related activities and rescue plans.
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using scissor-type MEWPs.</p>	5.1	Request and select resources associated with scissor-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and accessing aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly, how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to operate scissor-type mobile elevating work platforms used for accessing operations.
6 Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and accessing work areas using scissor-type MEWPs.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
8 Comply with the given contract information to access areas to carry out work using scissor-type MEWPs to the required specification.	8.1 Demonstrate the following work skills when preparing for and accessing work areas using scissor-type MEWPs: <ul style="list-style-type: none"> <li>– checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down.</li> </ul>
	8.2 Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3 Prepare for, position, set up and operate scissor-type MEWPs to access working areas, at various locations, to given working instructions.
	8.4 Shut down and secure scissor-type MEWPs.
	8.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the scissor-type MEWP used for accessing work</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– carry out function checks for accessing operation</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area</li> <li>– identify and remain aware of the area of operation to include potential entrapment situations</li> <li>– use fall prevention equipment</li> <li>– check to avoid damage to structures and utilities service apparatus</li> </ul>
	8.6 <ul style="list-style-type: none"> <li>– position and secure MEWP for accessing operations</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– operate, manoeuvre, position, set down and secure</li> <li>– operate and travel on the public highway</li> <li>– shut down and secure the MEWP</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations.
	8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating scissor-type mobile elevating work platforms (MEWP) 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 areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	40



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace	
<b>Unit Number:</b>	M/506/4649	
<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 preparation and using boom-type MEWPs to access areas to carry out the work.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms.</li> </ul>
2 Organise with others the sequence and operation in which accessing operations using boom-type MEWPs are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during accessing operations.
3 Know how to comply with relevant legislation and official guidance when carrying out accessing operations using boom-type MEWPs.	3.1	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>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
<p>4 Maintain safe and healthy working practices when preparing for and carrying out accessing operations using boom-type MEWPs.</p>	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using boom-type MEWPs in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to accessing operations, 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>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related activities and rescue plans.
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using boom-type MEWPs.</p>	5.1	Request and select resources associated with boom-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and accessing aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	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>	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to operate boom-type mobile elevating work platforms used for accessing operations.
6 Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and accessing work areas using boom-type MEWPs.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
8 Comply with the given contract information to access areas to carry out work using boom-type MEWPs to the required specification.	8.1 Demonstrate the following work skills when preparing for and accessing work areas using boom-type MEWPs: <ul style="list-style-type: none"> <li>– checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down.</li> </ul>
	8.2 Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3 Prepare for, position, set up and operate boom-type MEWPs to access working areas, at various locations, to given working instructions.
	8.4 Shut down and secure boom-type MEWPs.
	8.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the boom-type MEWP used for accessing work</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– carry out function checks for accessing operation</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area</li> <li>– identify and remain aware of the area of operation to include potential entrapment situations</li> <li>– use fall prevention equipment</li> </ul>
	8.6 <ul style="list-style-type: none"> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– position and secure MEWP for accessing operations</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– operate, manoeuvre, position, set down and secure</li> <li>– operate and travel on the public highway</li> <li>– shut down and secure the MEWP</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations.
	8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating boom-type mobile elevating work platforms (MEWP) 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> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Diploma in Construction using Off-site Manufactured Assemblies (Construction):</u></p> <p><b>One</b> of the following endorsements required:</p> <p>Mobile elevated working platform boom vehicle mounted Mobile elevated working platform boom self-propelled</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	47

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace	
<b>Unit Number:</b>	T/508/6510	
<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 preparation and using mast climber-type MEWPs to access areas to carry out the work.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms.</li> </ul>
2 Organise with others the sequence and operation in which accessing operations using mast climber-type MEWPs are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during accessing operations.
3 Know how to comply with relevant legislation and official guidance when carrying out accessing operations using mast climber-type MEWPs.	3.1	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>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) 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 Maintain safe and healthy working practices when preparing for and carrying out accessing operations using mast climber-type MEWPs.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using mast climber-type MEWPs in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to accessing operations, 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>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related activities and rescue plans.
5 Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using mast climber-type MEWPs.	5.1	Request and select resources associated with mast climber-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and accessing aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly, how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to operate mast climber-type mobile elevating work platforms used for accessing operations.
6 Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and accessing work areas using mast climber-type MEWPs.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
8 Comply with the given contract information to access areas to carry out work using mast climber-type MEWPs to the required specification.	8.1 Demonstrate the following work skills when preparing for and accessing work areas using mast climber-type MEWPs: <ul style="list-style-type: none"> <li>– checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down.</li> </ul>
	8.2 Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3 Prepare for, position, set up and operate mast climber-type MEWPs to access working areas, at various locations, to given working instructions.
	8.4 Shut down and secure mast climber-type MEWPs.
	8.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the mast climber-type MEWP used for accessing work</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– carry out function checks for accessing operation</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area</li> <li>– identify and remain aware of the area of operation to include potential entrapment situations</li> <li>– use fall prevention equipment</li> </ul>
	<ul style="list-style-type: none"> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– position and secure MEWP for accessing operations</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– operate, manoeuvre, position, set down and secure</li> <li>– operate and travel on the public highway</li> <li>– shut down and secure the MEWP</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.6 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations.
8.7 Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas.	

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) 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 areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	40



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