



**ProQual Level 3 NVQ Diploma in Heritage Skills  
(Construction) – Wood Occupations**

**Qualification Specification**

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## Introduction

The ProQual Level 3 NVQ Diploma in Heritage Skills (Construction) – Wood Occupations qualification provides a nationally recognised qualification for those working in the construction industry who want to specialise in Heritage Skills.

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

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

## Qualification Profile

### Level 3 NVQ Diploma in Heritage Skills (Construction) – Wood Occupations

Qualification title	<b>ProQual Level 3 NVQ Diploma in Heritage Skills (Construction) – Wood Occupations</b>
Ofqual qualification number	603/7584/X
Level	3
Total Qualification Time	1310 hours (518 GLH)
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	14/6/2021
Qualification end date	

## Entry Requirements

There are no formal entry requirements for this qualification.

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

## Qualification Structure

To achieve the qualification candidates must complete the Mandatory and required number of Optional Units from the Optional Group options as below.

Candidates must complete:

- **SIX Mandatory** units
- **plus TWO Optional Units from one of the available options:**
  - Option 1 - ONE unit from Group A and ONE unit from Group B
  - Option 2 - ONE unit from Group A OR Group B with ONE unit from Group C
  - Option 3 - Both units from Group C

Mandatory Units – complete SIX units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>A/503/2772</b>	Confirming work activities and resources for an occupational work area in the workplace	3	209v2
<b>M/503/2915</b>	Developing and maintaining good occupational working relationships in the workplace	5	210v2
<b>R/503/2924</b>	Confirming the occupational method of work in the workplace	3	211v2
<b>M/615/8315</b>	Working on conservation and restoration projects in the workplace <b><u>Unit Endorsements:</u></b> <b><i>One of the following endorsements required:</i></b> <i>Roofing</i> <i>Lead work</i> <i>Brickwork</i> <i>Earthen structure</i> <i>Stonemasonry</i> <i>Decoration</i> <i>Plastering</i> <i>Wall and floor tiling</i> <i>Carpentry and joinery</i> <i>Iron/metal work</i> <i>Thatching</i>	3	546v2
<b>F/618/3252</b>	Conserving or restoring timber-based products in the workplace	3	553

<b>Options available for the Optional units:</b>			
<ul style="list-style-type: none"> <li>• <u>Option 1</u> - ONE unit from Group A and ONE unit from Group B</li> <li>• <u>Option 2</u> - ONE unit from Group A OR Group B with ONE unit from Group C</li> <li>• <u>Option 3</u> - Both units from Group C</li> </ul>			
<b>GROUP A</b>			<i><b>CITB references provided for information only</b></i>
<b>Unit Ref.</b>	<b>Title</b>	<b>Level</b>	<i>CITB Internal Unit Ref.</i>
<b>T/615/2824</b>	Manufacturing bespoke architectural joinery products in the workplace	3	632Av2
<b>M/615/2854</b>	Manufacturing bespoke shopfitting products in the workplace	3	632B
<b>R/615/2846</b>	Manufacturing bespoke wheelwrighting products in the workplace	3	632C
<b>GROUP B</b>			<i><b>CITB references provided for information only</b></i>
<b>Unit Ref.</b>	<b>Title</b>	<b>Level</b>	<i>CITB Internal Unit Ref.</i>
<b>A/615/2842</b>	Producing setting out details for bespoke architectural joinery products in the workplace	3	634Av2
<b>A/615/2856</b>	Producing setting out details for bespoke shopfitting products in the workplace	3	634B
<b>Y/615/2847</b>	Producing setting out details for bespoke wheelwrighting products in the workplace	3	634C
<b>GROUP C</b>			<i><b>CITB references provided for information only</b></i>
<b>Unit Ref.</b>	<b>Title</b>	<b>Level</b>	<i>CITB Internal Unit Ref.</i>
<b>K/503/2721</b>	Setting out timber framework in the workplace	2	30v2
<b>J/615/2858</b>	Conserving or restoring heavy timber framework in the workplace	3	554

## 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 9.

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

## Internal Quality Assurance

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

## Adjustments to Assessment

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

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

## Results Enquiries and Appeals

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

## Certification

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

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

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### Claiming certificates

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

### Unit certificates

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

### Replacement certificates

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



## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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

## Units – Learning Outcomes and Assessment Criteria

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	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	7

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Confirming work activities and resources for an occupational work area in the workplace	
<b>Unit Number:</b>	A/503/2772	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Identify work activities, assess required resources and plan the sequence of work.	1.1	Identify work activities, assess required resources and plan the sequence of work.
	1.2	Identify work activities and formulate a plan for their own sequence of work.
	1.3	Explain the types of work relative to the occupational area and how to identify different work activities.
	1.4	Explain methods of assessing the resources needed from a range of available information.
	1.5	Explain the required information and the different methods used to prepare a work programme relative to the occupational area.
2 Obtain clarification and advice where the resources required are not available.	2.1	Seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available.
	2.2	Explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available.
3 Evaluate the work activities and the requirements of any significant external factors against the project requirements.	3.1	Assess progress of work against project requirements, taking into account external factors relating to: <ul style="list-style-type: none"> <li>– other occupations and /or customers</li> <li>– resources</li> <li>– weather conditions</li> <li>– health and safety requirements.</li> </ul>
	3.2	Explain different methods of evaluating work activities against the following project requirements: <ul style="list-style-type: none"> <li>– contract conditions</li> <li>– contract programme</li> <li>– health and safety requirements of operatives.</li> </ul>
	3.3	Evaluate the requirements of significant external factors that could affect the progress of work, in relation to: <ul style="list-style-type: none"> <li>– other related programmes</li> <li>– special working conditions</li> <li>– weather conditions</li> <li>– other occupations/people</li> <li>– resources</li> <li>– health and safety requirements.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Confirming work activities and resources for an occupational work area 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 Identify work activities which influence each other and make the best use of the resources available.	4.1	Determine work activities that have an influence on each other.
	4.2	Evaluate which work activities make the best use of available resources in relation to: <ul style="list-style-type: none"> <li>– occupations and/or customers associated with the work</li> <li>– tools, plant and/or ancillary equipment</li> <li>– materials and components.</li> </ul>
	4.3	Explain different methods and sources that can identify which work activities influence each other.
	4.4	Describe how to determine the sequence of work activities and how long each work activity will take.
	4.5	Describe what zero and low carbon requirements are.
	4.6	Explain how work activities and different ways of using resources can impact on zero and low carbon requirements, and make a positive contribution to the environment.
5 Identify changed circumstances that require alterations to the work programme and justify them to decision makers.	5.1	Evaluate project progress against the work programme to identify any changed circumstances.
	5.2	Inform line management and/or customers on the type and extent of any required changes to the work programme.
	5.3	Explain how to identify possible alterations to the work programme to meet changed circumstances relating to action lists, method statements, duration, schedules and/or occupation specific requirements.
	5.4	Explain how to assess contractual/work effects resulting from alterations to the work programme.
	5.5	Explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Confirming work activities and resources for an occupational work area 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>
Subject Sector Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	33

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Developing and maintaining good occupational working relationships in the workplace	
<b>Unit Number:</b>	M/503/2915	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Develop, maintain and encourage working relationships to promote good will and trust.	1.1	Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved.
	1.2	Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others.
	1.3	Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people.
	1.4	Explain the principles of equality and diversity and how to apply them when working and communicating with others.
2 Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.	2.1	Communicate on the following work activity information to relevant people following organisational procedures: <ul style="list-style-type: none"> <li>– appropriate timescales</li> <li>– health and safety requirements</li> <li>– co-ordination of work procedures.</li> </ul>
	2.2	Explain the different methods and techniques used to inform relevant people about work activities.
	2.3	Explain the effects of not informing relevant people with the expected level of urgency.
	2.4	Explain the different types of work activity related information and to what level of detail the following people would expect to receive: <ul style="list-style-type: none"> <li>– colleagues</li> <li>– employers</li> <li>– customers</li> <li>– contractors</li> <li>– suppliers of products and services</li> <li>– other people affected by the work/project.</li> </ul>



## Units – Learning Outcomes and Assessment Criteria

Title:	Developing and maintaining good occupational working relationships in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.	3.1	Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome.
	3.2	Explain the techniques of encouraging questions and/or requests for clarification and comments.
	3.3	Explain the different ways of offering advice and help to different people about work activities, in relation to: <ul style="list-style-type: none"> <li>– progress</li> <li>– results</li> <li>– achievements</li> <li>– occupational problems</li> <li>– occupational opportunities</li> <li>– health and safety requirements</li> <li>– co-ordinated work.</li> </ul>
4 Clarify proposals with relevant people and discuss alternative suggestions.	4.1	Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved.
	4.2	Explain the methods of clarifying alternative proposals with relevant people.
	4.3	Explain the methods of suggesting alternative proposals.
5 Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.	5.1	Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work.
	5.2	Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Developing and maintaining good occupational working relationships 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	27

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Confirming the occupational method of work in the workplace	
<b>Unit Number:</b>	R/503/2924	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Assess available project data accurately to determine the occupational method of work.	1.1	Interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work.
	1.2	Explain how to summarise the following project data: <ul style="list-style-type: none"> <li>– required quantities</li> <li>– specifications</li> <li>– detailed drawings</li> <li>– health and safety requirements</li> <li>– timescales</li> <li>– scope of works.</li> </ul>
	1.3	Explain the different methods of assessing available project data.
	1.4	Explain how to use project data to interpret the work method, In relation to: <ul style="list-style-type: none"> <li>– standard work procedures</li> <li>– sequence of work</li> <li>– organisation of resources (people, equipment, materials)</li> <li>– work techniques</li> <li>– working conditions (health, safety and welfare)</li> <li>– risk assessment.</li> </ul>
2 Obtain additional information from alternative sources in cases where the available project data is insufficient.	2.1	Collect and collate additional information from alternative sources to clarify the work to be carried out.
	2.3	Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient: <ul style="list-style-type: none"> <li>– customers or representatives</li> <li>– suppliers</li> <li>– regulatory authorities</li> <li>– manufacturer’s literature.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Confirming the occupational method of 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>	
3 Identify work methods that will make best use of resources and meet project, statutory and contractual requirements.	3.1	Examine potential work methods to carry out the occupational work activity.
	3.2	Determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria.
	3.3	Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to: <ul style="list-style-type: none"> <li>– health and safety welfare (principles of protection)</li> <li>– fire protection</li> <li>– access and egress</li> <li>– equipment availability</li> <li>– availability of competent workforce</li> <li>– pollution risk</li> <li>– waste and disposal</li> <li>– zero and low carbon outcomes</li> <li>– weather conditions.</li> </ul>
	3.4	Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to: <ul style="list-style-type: none"> <li>– conforming to statutory requirements</li> <li>– customer and user needs</li> <li>– contract requirements in terms of time, quantity and quality</li> <li>– environmental considerations.</li> </ul>
	3.5	Explain how different methods of work can achieve zero/low carbon outcomes.
4 Confirm and communicate the selected work method to relevant personnel.	4.1	Confirm the selected occupational work method that meets project, statutory and contractual requirements.
	4.2	Communicate appropriately to relevant people on the selected occupational work method.
	4.3	Describe the different techniques and methods of confirming and communicating work methods to relevant people.
	4.4	Explain the principles of equality and diversity and how to apply them when working and communicating with others.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Confirming the occupational method of 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	37

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Working on conservation and restoration projects in the workplace	
<b>Unit Number:</b>	M/615/8315	
<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 working on conservation and restoration projects.	1.1	Interpret and extract relevant information from drawings, specifications, method statements, schedules 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, method statements, schedules, manufacturers' information, archaeological watching brief, historical conservation plans and charters, legislations and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when working on conservation and restoration projects.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/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 working on conservation and restoration projects.	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 working on conservation and restoration projects.
	3.2	Comply with information relating to specific risks to health when working on conservation and restoration projects.

## Units – Learning Outcomes and Assessment Criteria

Title:	Working on conservation and restoration projects 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 working on conservation and restoration projects, 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 hazards.
4 Select the required quantity and quality of resources for the methods of work to work on conservation and restoration projects.	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>– conservation and restoration materials or structural components</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 methods of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to work on conservation and restoration projects.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Working on conservation and restoration projects 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 working on conservation and restoration projects.	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 working on conservation and restoration projects.	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 work on conservation and restoration projects to the required specification.	7.1	Demonstrate the following work skills when working on conservation and restoration projects: <ul style="list-style-type: none"> <li>– measuring, marking out, adapting, aligning, applying, making good, maintaining, conserving, restoring or reinstating, finishing, positioning and securing.</li> </ul>
	7.2	Use specialist heritage and historical conservation/restoration skills to sample, select, prepare, match, maintain or repair in at least one of the following occupational areas, to given working instructions: <ul style="list-style-type: none"> <li>– roofing</li> <li>– lead work</li> <li>– brickwork</li> <li>– earthen structure</li> <li>– stonemasonry</li> <li>– decoration</li> <li>– plastering</li> <li>– wall and floor tiling</li> <li>– carpentry and joinery</li> <li>– iron/metal work.</li> </ul>



## Units – Learning Outcomes and Assessment Criteria

Title:	Working on conservation and restoration projects in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 continued	7.3	Safely use materials, hand tools, portable power tools and ancillary equipment.
	7.4	Safely store the materials, tools and equipment used when working on conservation and restoration projects.
	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>– validate appropriate ways in which the work should be carried out</li> <li>– recognise sensitive areas</li> <li>– maintain heritage and archaeological integrity</li> <li>– maintain the principles of minimum intervention and reversible alterations</li> <li>– remove deteriorated and/or inappropriate materials</li> <li>– remove and restore fabric, materials or structural components</li> <li>– repair removed fabric, materials or structural components</li> <li>– replace fabric, materials or structural components</li> <li>– repair fabric, materials or structural components in-situ</li> <li>– maintain existing structure</li> <li>– integrate existing and new constructional components or finishes</li> <li>– store salvageable fabric, materials and structural components</li> <li>– stop work at the point when conjecture begins and report findings</li> <li>– record work carried out (written, photographic or digital)</li> <li>– recognise and/or report endangered/protected flora and fauna</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when working on conservation and restoration projects.
	7.7	Describe how to maintain the tools and equipment used when working on conservation and restoration projects.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Working on conservation and restoration projects 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 3 NVQ Diploma in Heritage Skills – Wood Occupations (Construction):</u></p> <p><b><i>Unit Endorsements:</i></b>  <i>One of the following endorsements required:</i>  <i>Roofing</i>  <i>Lead work</i>  <i>Brickwork</i>  <i>Earthen structure</i>  <i>Stonemasonry</i>  <i>Decoration</i>  <i>Plastering</i>  <i>Wall and floor tiling</i>  <i>Carpentry and joinery</i>  <i>Iron/metal work</i>  <i>Thatching</i></p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	100

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conserving or restoring timber-based products in the workplace	
<b>Unit Number:</b>	F/618/3252	
<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 conserving or restoring timber-based products.	1.1	Interpret and extract information from drawings, specifications, method statements, schedules and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and/or 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, method statements, schedules, manufacturers' information, archaeological watching brief, historical conservation plans and charters, legislations and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when conserving or restoring timber-based products.	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 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 conserving or restoring timber-based products.	3.1	Use personal protective equipment (PPE), lifting equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when conserving or restoring timber-based products.
	3.2	Explain why and when personal protective equipment (PPE) should be used, relating to conserving or restoring timber-based products, 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

Title:	Conserving or restoring timber-based products in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Select the required quantity and quality of resources for the methods of work to conserve or restore timber-based products.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– timber</li> <li>– fixings and associated ancillary items</li> <li>– hand and/or powered tools and 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 conserve or restore timber-based products.
5 Minimise the risk of damage to the work and surrounding area when conserving or restoring timber-based products.	5.1	Protect the work and its surrounding area from damage.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.4	Dispose of waste in accordance with legislation.
	5.5	State why the disposal of waste should be carried out in relation to the work.
6 Complete the work within the allocated time when conserving or restoring timber-based products.	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:	Conserving or restoring timber-based products 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 conserve or restore timber-based products to the required specification.	7.1	Demonstrate the following work skills when conserving or restoring timber-based products: <ul style="list-style-type: none"> <li>– measuring, marking out, cutting, shaping, fitting, finishing, positioning and securing.</li> </ul>
	7.2	Prepare, install, repair or refurbish timber-based products, for at least eight of the following, to given working instructions: <ul style="list-style-type: none"> <li>– load bearing components</li> <li>– non-load bearing components</li> <li>– walls</li> <li>– floors</li> <li>– roofs</li> <li>– joist coverings</li> <li>– frames (including windows)</li> <li>– panelling/cladding</li> <li>– units and fitments</li> <li>– doors</li> <li>– mouldings</li> <li>– staircases.</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>– prepare, repair and refurbish timber-based products and their associated components; after removal and in situ</li> <li>– install timber-based products</li> <li>– determine bevels for rake to rake and rake to level mouldings</li> <li>– form joints appropriate to the method of construction</li> <li>– validate appropriate ways in which work should be carried out</li> <li>– recognise sensitive areas</li> <li>– maintain heritage and archaeological integrity</li> <li>– maintain the principles of minimum intervention and reversible alterations</li> <li>– stop work at the point when conjecture begins and report findings</li> <li>– record work carried out (written, photographic or digital)</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Conserving or restoring timber-based products in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
7 Continued	7.3 Contd	<ul style="list-style-type: none"> <li>– recognise and/or report endangered/protected flora and fauna</li> <li>– remove deteriorated and/or inappropriate materials</li> <li>– maintain existing structure</li> <li>– integrate existing and new constructional components or finishes</li> <li>– store salvageable materials and components</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.4	Safely use and store materials, hand tools, fixed and/or portable power tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when conserving or restoring timber-based products.
	7.6	Describe how to maintain the tools and equipment used when conserving or restoring timber-based products.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conserving or restoring timber-based products 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	107

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Manufacturing bespoke architectural joinery products in the workplace	
<b>Unit Number:</b>	T/615/2824	
<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 manufacturing bespoke architectural joinery products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, cutting lists 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, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).</li> </ul>
2 Know how to comply with relevant legislation and official guidance when manufacturing bespoke architectural joinery products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, 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 manufacturing bespoke architectural joinery products and describe how and when they are used.
3 Maintain safe and healthy working practices when manufacturing bespoke architectural joinery products.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when manufacturing bespoke architectural joinery products.
	3.2	Demonstrate compliance with given information and relevant legislation when <ul style="list-style-type: none"> <li>– safe handling of materials</li> <li>– safe use and storage of materials, tools and equipment</li> <li>– specific risks to health</li> </ul>



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Manufacturing bespoke architectural joinery products 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 protection, should be used, relating to manufacturing bespoke architectural joinery products, 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 manufacture bespoke architectural joinery products.	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, pre-machined components, setting out rods, non-ferrous metals, glass, plastics, fabrics, veneers, ironmongery, adhesives, sealants, fixings and associated ancillary items</li> <li>– hand and 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 manufacturing bespoke architectural joinery products.

## Units – Learning Outcomes and Assessment Criteria

Title:	Manufacturing bespoke architectural joinery products in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when manufacturing bespoke architectural joinery products.	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 manufacturing bespoke architectural joinery products.	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 manufacture bespoke architectural joinery products to the required specification.	7.1	Demonstrate the following work skills when manufacturing bespoke architectural joinery products: <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	Fit and assemble to form bespoke manufactured architectural joinery products to given working instructions, three of the following: <ul style="list-style-type: none"> <li>– door sets</li> <li>– doors</li> <li>– opening windows</li> <li>– units and/or fitments</li> <li>– panelling/cladding</li> <li>– joinery products incorporating any of the following: glass, non-ferrous metal, fabrics, veneers and laminates</li> <li>– staircases (straight and with turns)</li> <li>– handrails and balustrades</li> <li>– joinery products with single curvature features</li> <li>– joinery products with double curvature features.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Manufacturing bespoke architectural joinery products in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 continued	7.4	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– fit and assemble bespoke products</li> <li>– produce straight in plan and elevation; door sets, doors, opening windows, units and fitments and panelling/cladding</li> <li>– produce staircases, handrails and balustrades straight and with turns</li> <li>– produce veneers – hand and machine produce products with single and double curvature features</li> <li>– produce bespoke products that incorporate associated materials (glass, plastics, fabrics, etc.).</li> </ul>
	7.5	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>– take site and workplace dimensions</li> <li>– proportion joints associated with the product and construction method</li> <li>– use hand tools, portable power tools and equipment</li> <li>– requisition material.</li> </ul>
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when manufacturing bespoke architectural joinery products.
	7.7	Describe how to sharpen hand tools used when manufacturing bespoke architectural joinery products.
	7.8	Describe how to maintain the tools and equipment used when manufacturing bespoke architectural joinery products.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Manufacturing bespoke architectural joinery products 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	83

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Manufacturing bespoke shopfitting products in the workplace	
<b>Unit Number:</b>	M/615/2854	
<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 manufacturing bespoke shopfitting products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).</li> </ul>
2 Know how to comply with relevant legislation and official guidance when manufacturing bespoke shopfitting products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, 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 manufacturing bespoke shopfitting products and describe how and when they are used.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Manufacturing bespoke shopfitting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 Maintain safe working practices when manufacturing bespoke shopfitting products.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when manufacturing bespoke shopfitting products.
	3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to manufacturing bespoke shopfitting products, 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 manufacture bespoke shopfitting products.	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, pre-machined components, setting out rods, non-ferrous metals, glass, plastics, fabrics, veneers, ironmongery, 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 manufacturing bespoke shopfitting products.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Manufacturing bespoke shopfitting products 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 manufacturing bespoke shopfitting products.	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 manufacturing bespoke shopfitting products.	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 manufacture bespoke shopfitting products to the required specification.	7.1	Demonstrate the following work skills when manufacturing bespoke shopfitting products: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, finishing, positioning and securing.</li> </ul>
	7.2	Fit and assemble to form bespoke manufactured shopfitting products (timber and/or non-ferrous metal and/or composite materials) to given working instructions; four of the following: <ul style="list-style-type: none"> <li>– doors</li> <li>– frames and linings</li> <li>– shopfront sashes, including associated elements</li> <li>– panelling/cladding</li> <li>– wall and floor units</li> <li>– products incorporating any of the following: glass, fabrics, veneers</li> <li>– staircases</li> <li>– handrails and balustrades</li> <li>– shopfitting products with single curvature features</li> <li>– shopfitting products with double curvature features</li> <li>– soffits and bulkheads.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Manufacturing bespoke shopfitting products in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 Continued	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 manufacturing shopfitting bespoke products.
	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>– fit and assemble bespoke products</li> <li>– produce straight in plan and elevation; door sets, doors, sliding sash windows, units and fitments and panelling/cladding</li> <li>– produce staircases, handrails and balustrades straight and with turns</li> <li>– produce veneers – hand and machine</li> <li>– produce products with single and double curvature features</li> <li>– produce bespoke products that incorporate associated materials (glass, plastics, fabrics, etc.).</li> </ul>
	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>– take site and workplace dimensions</li> <li>– proportion joints associated with the product and construction method</li> <li>– use hand tools, power tools and equipment</li> <li>– requisition material.</li> </ul>
	7.8	Describe the needs of other occupations and how to effectively communicate within a team when manufacturing shopfitting bespoke products.
	7.9	Describe how to sharpen hand tools used when manufacturing bespoke shopfitting products.
	7.10	Describe how to maintain the tools and equipment used when manufacturing bespoke shopfitting products.



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Manufacturing bespoke shopfitting products 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. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	83

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Manufacturing bespoke wheelwrighting products in the workplace	
<b>Unit Number:</b>	R/615/2846	
<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 manufacturing bespoke wheelwrighting products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).</li> </ul>
2 Know how to comply with relevant legislation and official guidance when manufacturing bespoke wheelwrighting products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, 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 manufacturing bespoke wheelwrighting products and describe how and when they are used.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Manufacturing bespoke wheelwrighting products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 Maintain safe working practices when manufacturing bespoke wheelwrighting products.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when manufacturing bespoke wheelwrighting products.
	3.2	Explain why and when health and safety control equipment should be used, relating to manufacturing bespoke wheelwrighting products, 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 manufacture bespoke wheelwrighting products.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– timber, manufactured sheet material, pre-machined components, setting out rods, non-ferrous metals, glass, plastics, fabrics, ironmongery, metal and rubber wheel rims, 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 manufacturing bespoke wheelwrighting products.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Manufacturing bespoke wheelwrighting products 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 manufacturing bespoke wheelwrighting products.	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 manufacturing bespoke wheelwrighting products.	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 manufacture bespoke wheelwrighting products to the required specification.	7.1	Demonstrate the following work skills when manufacturing bespoke wheelwrighting products: <ul style="list-style-type: none"> <li>– measuring, marking out, fitting, finishing, positioning and securing.</li> </ul>
	7.2	Fit and assemble wheels to given working instructions.
	7.3	Fit and assemble to form bespoke manufactured wheelwrighting products (carriage construction) to given working instructions; two of the following: <ul style="list-style-type: none"> <li>– doors</li> <li>– frames</li> <li>– wooden framed vehicles</li> <li>– shafts</li> <li>– butt welding rims</li> <li>– metal and/or rubber tyreing</li> <li>– wooden framed vehicles with single curvature features</li> <li>– wooden framed vehicles with double curvature features.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

Title:	Manufacturing bespoke wheelwrighting products in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 continued	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 manufacturing bespoke wheelwrighting products.
	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>– fit and assemble bespoke products</li> <li>– produce straight in plan and elevation; door sets, doors, sliding sash windows, units and fitments and panelling/cladding</li> <li>– wooden framed vehicles, shafts, wheels, welded carriage components, metal and rubber tyreing</li> <li>– produce staircases, handrails and balustrades straight and with turns</li> <li>– produce products with single and double curvature features</li> <li>– produce bespoke products that incorporate associated materials (glass, plastics, fabrics, etc.).</li> </ul>
		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>– take site and workplace dimensions</li> <li>– proportion joints associated with the product and construction method</li> <li>– use hand tools, power tools and equipment</li> <li>– requisition material.</li> </ul>
	7.8	Describe the needs of other occupations and how to effectively communicate within a team when manufacturing bespoke wheelwrighting products.
	7.9	Describe how to sharpen hand tools used when manufacturing bespoke wheelwrighting products.
	7.10	Describe how to maintain the tools and equipment used when manufacturing bespoke wheelwrighting products.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Manufacturing bespoke wheelwrighting products 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	97

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Producing setting out details for bespoke architectural joinery products in the workplace	
<b>Unit Number:</b>	A/615/2842	
<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 producing setting out details for bespoke architectural joinery products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists 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, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).</li> </ul>
2 Know how to comply with relevant legislation and official guidance when producing setting out details for bespoke architectural joinery products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, 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 producing setting out details for bespoke architectural joinery products and describe how and when they are used.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Producing setting out details for bespoke architectural joinery products in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 Maintain safe and healthy working practices when producing setting out details for bespoke architectural joinery products.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing setting out details for bespoke architectural joinery products.
	3.2	Demonstrate compliance with given information and relevant legislation when producing setting out details for bespoke architectural joinery products in relation to <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe handling of materials</li> <li>– safe use and storage 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 protection should be used, relating to producing setting out details for bespoke architectural joinery products, 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 produce setting out details for bespoke architectural joinery products.	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, paper rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items</li> <li>– marking and testing 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

<b>Title:</b>	Producing setting out details for bespoke architectural joinery products 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	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 produce setting out details for bespoke architectural joinery products.
5 Minimise the risk of damage to the work and surrounding area when producing setting out details for bespoke architectural joinery products.	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 producing setting out details for bespoke architectural joinery products.	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 produce setting out details for bespoke architectural joinery products to the required specification.	7.1	Demonstrate the following work skills when producing setting out details for bespoke architectural joinery products: <ul style="list-style-type: none"> <li>– measuring, marking out and drawing.</li> </ul>
	7.2	Use and maintain marking and testing tools and ancillary equipment

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Producing setting out details for bespoke architectural joinery products in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
7 continued	<p>7.3 Produce setting out details, marking out and cutting lists for bespoke architectural joinery products to given working instructions; for three of the following:</p> <ul style="list-style-type: none"> <li>– door sets</li> <li>– doors</li> <li>– sliding sash windows</li> <li>– units and/or fitments</li> <li>– panelling/cladding</li> <li>– staircases (straight and with turns)</li> <li>– handrails and balustrading</li> <li>– joinery products incorporating any of the following: glass, non-ferrous metal, fabrics, veneers, laminates</li> <li>– joinery products with single curvature features</li> <li>– joinery products with double curvature features.</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>– set out, mark out and produce cutting lists for bespoke products</li> <li>– produce straight in plan and elevation: door sets, doors, sliding sash windows, units and fitments, panelling/cladding</li> <li>– produce staircases, handrails and balustrades, straight and with turns</li> <li>– produce products with single and double curvature features by geometrical development relating to the above items</li> <li>– take site and workplace dimensions</li> <li>– proportion joints associated with the product and construction methods</li> <li>– use marking and testing tools</li> <li>– requisition material.</li> </ul>
	<p>7.5 Describe the needs of other occupations and how to effectively communicate within a team when producing setting out details for bespoke architectural joinery products.</p>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Producing setting out details for bespoke architectural joinery products 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	7.6	Describe how to sharpen hand tools used when producing setting out details for bespoke architectural joinery products.
	7.7	Describe how to maintain the tools and equipment used when producing setting out details for bespoke architectural joinery products.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Producing setting out details for bespoke architectural joinery products 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	67

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Producing setting out details for bespoke shopfitting products in the workplace	
<b>Unit Number:</b>	A/615/2856	
<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 producing setting out details for bespoke shopfitting products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).</li> </ul>
2 Know how to comply with relevant legislation and official guidance when producing setting out details for bespoke shopfitting products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, 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 producing setting out details for bespoke shopfitting products and describe how and when they are used.

## Units – Learning Outcomes and Assessment Criteria

Title:	Producing setting out details for bespoke shopfitting products 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 producing setting out details for bespoke shopfitting products.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when producing setting out details for bespoke shopfitting products.
	3.2	Explain why and when health and safety control equipment, identified by the principles of protection should be used, relating to producing setting out details for bespoke shopfitting products, 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 produce setting out details for bespoke shopfitting products.	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, paper rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items</li> <li>– marking and testing 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 produce setting out details for bespoke shopfitting products.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Producing setting out details for bespoke shopfitting products 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 producing setting out details for bespoke shopfitting products.	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 producing setting out details for bespoke shopfitting products.	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 produce setting out details for bespoke shopfitting products to the required specification.	7.1 Demonstrate the following work skills when producing setting out details for bespoke shopfitting products: <ul style="list-style-type: none"> <li>– measuring, marking out and drawing.</li> </ul>
	7.2 Produce setting out details, marking out and cutting lists for bespoke shopfitting products (timber and/or non-ferrous metal and/or composite materials) to given working instructions; for four of the following: <ul style="list-style-type: none"> <li>– doors</li> <li>– frames and linings</li> <li>– shopfront sashes, including associated elements</li> <li>– framed panelling/cladding</li> <li>– wall and floor units</li> <li>– products incorporating any of the following: glass, fabrics, veneers</li> <li>– staircases (straight and with turns)</li> <li>– handrails and balustrades</li> <li>– shopfitting products with single curvature features</li> <li>– shopfitting products with double curvature features</li> <li>– soffits and bulkheads.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Producing setting out details for bespoke shopfitting products 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	7.3 Safely use and handle materials.
	7.4 Safely use marking and testing tools and ancillary equipment.
	7.5 Safely store the materials, tools and equipment used when producing setting out details for bespoke shopfitting products.
	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>– set out, mark out and produce cutting lists for bespoke products</li> <li>– produce straight in plan and elevation: door sets, doors, sliding sash windows, units and fitments, panelling/cladding</li> <li>– produce staircases, handrails and balustrades, straight and with turns</li> <li>– produce products with single and double curvature features by geometrical development relating to the above items</li> <li>– take site and workplace dimensions</li> <li>– proportion joints associated with the product and construction methods</li> <li>– use marking and testing tools</li> <li>– requisition material.</li> </ul>
	7.7 Describe the needs of other occupations and how to effectively communicate within a team when producing setting out details for bespoke shopfitting products.
	7.8 Describe how to sharpen hand tools used when producing setting out details for bespoke shopfitting products.
	7.9 Describe how to maintain the tools and equipment used when producing setting out details for bespoke shopfitting products.



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Producing setting out details for bespoke shopfitting products 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. Please refer to the NVQ Structure applicable to the qualifications/occupational area in which the candidate is being assessed.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	67

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Producing setting out details for bespoke wheelwrighting products in the workplace	
<b>Unit Number:</b>	Y/615/2847	
<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 producing setting out details for bespoke wheelwrighting products.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, cutting lists and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, cutting lists, manufacturers' information, component standards and regulations governing buildings (animal welfare).</li> </ul>
2 Know how to comply with relevant legislation and official guidance when producing setting out details for bespoke wheelwrighting products.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, 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 producing setting out details for bespoke wheelwrighting products and describe how and when they are used.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Producing setting out details for bespoke wheelwrighting products in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
3 Maintain safe working practices when producing setting out details for bespoke wheelwrighting products.	3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when producing setting out details for bespoke wheelwrighting products.
	3.2 Explain why and when health and safety control equipment, identified by the principles of protection should be used, relating to producing setting out details for bespoke wheelwrighting products, 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 produce setting out details for bespoke wheelwrighting products.	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, paper rods, glass, plastic, fabric, non-ferrous metal, ironmongery, adhesives, fixings and associated ancillary items</li> <li>– marking and testing 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 produce setting out details for bespoke wheelwrighting products.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Producing setting out details for bespoke wheelwrighting products 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 producing setting out details for bespoke wheelwrighting products.	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 producing setting out details for bespoke wheelwrighting products.	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 produce setting out details for bespoke wheelwrighting products to the required specification.	7.1	Demonstrate the following work skills when producing setting out details for bespoke wheelwrighting products: <ul style="list-style-type: none"> <li>– measuring, marking out and drawing.</li> </ul>
	7.2	Produce setting out details, marking out and cutting lists for wheels to given working instructions.
	7.3	Produce setting out details, marking out and cutting lists for bespoke wheelwrighting products (carriage construction) to given working instructions; for two of the following: <ul style="list-style-type: none"> <li>– doors</li> <li>– frames</li> <li>– wooden framed vehicles</li> <li>– shafts</li> <li>– steps</li> <li>– wooden framed vehicles with single curvature features</li> <li>– wooden framed vehicles with double curvature features.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Producing setting out details for bespoke wheelwrighting products 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	Safely use and handle materials.
	7.5	Safely use marking and testing tools and ancillary equipment.
	7.6	Safely store the materials, tools and equipment used when producing setting out details for bespoke wheelwrighting products.
	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>– set out, mark out and produce cutting lists for bespoke products</li> <li>– produce straight in plan and elevation: door sets, doors, sliding sash windows, units and fitments, panelling/cladding</li> <li>– wooden framed vehicles, shafts and wheels</li> <li>– produce staircases, handrails and balustrades, straight and with turns</li> <li>– produce products with single and double curvature features by geometrical development relating to the above items.</li> </ul>
	7.8	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>– take site and workplace dimensions</li> <li>– proportion joints associated with the product and construction methods</li> <li>– use marking and testing tools</li> <li>– requisition material.</li> </ul>
	7.9	Describe the needs of other occupations and how to effectively communicate within a team when producing setting out details for bespoke wheelwrighting products.
	7.10	Describe how to sharpen hand tools used when producing setting out details for bespoke wheelwrighting products.
	7.11	Describe how to maintain the tools and equipment used when producing setting out details for bespoke wheelwrighting products.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Producing setting out details for bespoke wheelwrighting products 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	67

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Setting out structural timber framework in the workplace	
<b>Unit Number:</b>	K/503/2721	
<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 setting out structural timber framework.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, cutting lists, 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 instructions, sketches, electronic data, cutting lists and information relating to historical timber framing and post and beam construction, official guidance and current building regulations associated with setting out structural timber framework.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when setting out structural timber framework.	2.1	Describe their responsibilities regarding potential accidents, health hazards and 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 and operative and vehicles.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	Describe the types of fire extinguishers available when setting out structural timber framework and describe how and when they are used.

## Units – Learning Outcomes and Assessment Criteria

Title:	Setting out structural timber framework in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 Maintain safe and healthy working practices when setting out structural timber framework.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when setting out structural timber framework.
	3.2	Demonstrate compliance with given information and relevant legislation when setting out structural timber framework for at least two of the following: <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 setting out structural timber framework, 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 hazards.
4 Select the required quantity and quality of resources for the methods of work to set out structural timber framework.	4.1	Select resources associated with own work in relation to types and grades of timber, components and fixings, marking, testing and levelling 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, timber based products and composite materials</li> <li>– pegs and metal fixings</li> <li>– marking, testing and levelling tools and equipment</li> <li>– fittings and fixings</li> <li>– hand and power tools.</li> </ul>



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Setting out structural timber framework 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 to confirm that the resources and materials conform with the specification including suitability, moisture and durability.
	4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.6	Describe any potential hazards associated with the resources and methods of work.
	4.7	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to set out structural timber framework.
5 Minimise the risk of damage to the work and surrounding area when setting out structural timber framework.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Maintain a clear and tidy work space.
	5.3	Dispose of waste in accordance with legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when setting out structural timber framework.	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>

## Units – Learning Outcomes and Assessment Criteria

Title:	Setting out structural timber framework 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 set out structural timber framework to the required specification.	7.1	Demonstrate the following work skills when setting out structural timber framework: <ul style="list-style-type: none"> <li>– measuring, marking out, levelling and squaring.</li> </ul>
	7.2	Use and maintain marking, levelling and testing tools, hand and power tools.
	7.3	Measure, set out and mark out to given working instructions: <ul style="list-style-type: none"> <li>– timber wall and floor components (structural and/or non-structural)</li> <li>– timber pitched roof components.</li> </ul>
	7.3	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>– set out and mark components for structural and non-structural timber walls, cross frames and floors</li> <li>– set out and mark components for timber trussed purlin roofs</li> <li>– use roofing squares and layout methods</li> <li>– apply the theorem of Pythagoras</li> <li>– determine geometrical angles</li> <li>– determine graded timber tree anatomy and growth rates, shrinkage and defects</li> <li>– assess the milling and cleaving process</li> <li>– mark out joints for components associated with structural timber framework</li> <li>– work with lifting equipment (an awareness of the necessity for user certification)</li> <li>– erect timber framework</li> <li>– use marking and levelling tools and equipment</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance</li> <li>– identify and follow the installation quality requirements</li> <li>– work with, around and in close proximity to plant and machinery</li> <li>– use hand and power tools</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>
	7.4	Describe the needs of other occupations and how to effectively communicate within a team when setting out structural timber framework.
7.5	Describe how to maintain the tools and equipment used when setting out structural timber framework.	

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Setting out structural timber framework 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 Construction Skills 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	90
Assessment hours	10

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conserving or restoring heavy timber framework in the workplace	
<b>Unit Number:</b>	J/615/2858	
<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 conserving or restoring heavy timber framework.	1.1	Interpret and extract information from drawings, specifications, method statements, schedules and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and/or 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, method statements, schedules, manufacturers' information, archaeological watching brief, historical conservation plans and charters, legislation and regulations governing buildings.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when conserving or restoring heavy timber framework.	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	State what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe working practices when conserving or restoring heavy timber framework.	3.1	Use personal protective equipment (PPE), lifting equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when conserving or restoring heavy timber framework.
	3.2	Explain why and when personal protective equipment (PPE) should be used, relating to conserving or restoring heavy timber framework, 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

Title:	Conserving or restoring heavy timber framework in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Select the required quantity and quality of resources for the methods of work to conserve or restore heavy timber framework.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– timber, pre-fabricated components</li> <li>– pegs, metal fixings, glues and resin products</li> <li>– mechanical lifting equipment</li> <li>– hand tools and hand-held portable power tools, power tools/machines 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 conserve or restore heavy timber framework.
5 Minimise the risk of damage to the work and surrounding area when conserving or restoring heavy timber framework.	5.1	Protect the work and its surrounding area from damage.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.4	Dispose of waste in accordance with legislation.
	5.5	State why the disposal of waste should be carried out in relation to the work.
6 Complete the work within the allocated time when conserving or restoring heavy timber framework.	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:	Conserving or restoring heavy timber framework in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
<p>7 Comply with the given contract information to conserve or restore heavy timber framework to the required specification.</p>	<p>7.1 Demonstrate the following work skills when conserving or restoring heavy timber framework:</p> <ul style="list-style-type: none"> <li>– measuring, marking out, cutting, jointing, shaping, fitting, fixing, finishing, positioning, securing and recording.</li> </ul>	
	<p>7.2 Prepare, conserve, restore, renew, repair or refurbish heavy timber framework to given working instructions for at least one of the following:</p> <ul style="list-style-type: none"> <li>– walls (structural and/or non-structural)</li> <li>– floors</li> <li>– roofs.</li> </ul>	
	<p>7.3 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>– determine angles and lengths</li> <li>– brace in-situ components to form or support structural and/or non-structural frameworks</li> <li>– determine graded timber tree anatomy and growth rates, shrinkage and defects</li> <li>– assess the milling and cleaving process</li> <li>– determine how the conversion affects the end use</li> <li>– form joints associated with structural and non-structural timber frame components</li> <li>– work with lifting and hoisting equipment</li> <li>– finish surfaces</li> <li>– validate appropriate ways in which the work should be carried out</li> <li>– recognise sensitive areas</li> <li>– maintain heritage and archaeological integrity</li> <li>– maintain the principles of minimum intervention and reversible alterations</li> <li>– stop work at the point when conjecture begins and report findings</li> <li>– record work carried out (written, photographic or digital)</li> <li>– recognise and/or report endangered/protected flora and fauna</li> <li>– remove deteriorated and/or inappropriate materials</li> <li>– maintain existing structure</li> <li>– integrate existing and new constructional components or finishes</li> <li>– store salvageable components</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul>	
	<p>7.4 Safely use and store materials, hand tools, hand-held portable power tools, power tools/machines and ancillary equipment.</p>	

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conserving or restoring heavy timber framework 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	State the needs of other occupations and how to communicate within a team when conserving or restoring heavy timber framework.
	7.6	Describe how to and maintain the tools and equipment used when conserving or restoring heavy timber framework.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conserving or restoring heavy timber framework 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	107





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